GRADE

1

STEPS TO PERFECTION

An Islamic Curriculum For Children

TEACHER'S GUIDE

Under the Guidance of
MOULANA NABI R. MIR (ABIDI)

AL-KISA FOUNDATION
UNDER THE CLOAK OF GUIDANCE AND MERCY

SABA

STEPS TO PERFECTION

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Dedication

This book is dedicated to the beloved Imām of our time (ʿaj).
May Allah (swt) hasten his reappearance and help us to become his true companions.

Acknowledgments

Prophet Muḥammad (ṣ):
On the Day of Resurrection, the ink of the scholars will be weighed up against the blood of the martyrs, and the ink of the scholars will be heavier than the blood of the martyrs.
(Nahj al-Faṣāḥah, Saying #3222)

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SABA and Al-Kisa Foundation are also very thankful to the Islamic organizations and schools of Ahlul Bayt at London-Stanmore, London-Hujjat, Vancouver, Minnesota, Toronto, and all others whose syllabus and books were used for the inspiration and creation of this curriculum.

Please remember all the people involved in this project in your prayers.

Authors and Editors: Moulana Nabi Raza Mir (Abidi) and Curriculum Committee

With duʿās,

Nabi Raza Mir (Abidi)

Transliteration Chart

Arabic terms in this book have been transliterated according to the following guidelines*:

ء	a, i, or u (initial form)	ص	ṣ
ء	ʾ(medial or final form)	ض	ḍ
ا	a	ط	ṭ
ب	b	ظ	ẓ
ت	t	ع	ʿ
ث	th	غ	gh
ج	j	ف	f
ح	ḥ	ق	q
خ	kh	ك	k
د	d	ل	l
ذ	dh	م	m
ر	r	ن	n
ز	z	ه	h
س	s	و	w
ش	sh	ي	y

ـَ	a	آ / ـَا / ىٰ	ā
ـِ	i	ـِي	ī
ـُ	u	ـُو	ū
ـّ	double letter		

*Please note that due to limitations, the transliteration is not 100% accurate in capturing tajwīd rules.

Please Note: The sukūn or sākin generally has two shapes, ۡ and ۡ which are both pronounced the same. For the purposes of this material, the ۡ has been used.

Preface

"All praise is for Allah (swt) whose worth cannot be described by speakers, whose bounties cannot be counted by calculators, and whose claim (to obedience) cannot be satisfied by those who attempt to do so; whom the height of intellectual courage cannot appreciate, and the diving of understanding cannot reach; He for whose description no limit has been laid down, no eulogy exists, no time is ordained and no duration is fixed. He brought forth creation through His Omnipotence, dispersed winds through His Compassion, and made firm the shaking earth with rocks."

- Nahj al-Balāghah, Sermon 1

Islamic Sunday schools and full-time Islamic schools in the West have struggled to create a dynamic curriculum for a long time. However, with the grace of Allah (swt), in the past few years, the Islamic educational field has experienced some great achievements. May Allah (swt) bless all those who have endeavored to put together Islamic information to help our children grow. This new edition is an attempt by Al-Kisa Foundation, School of Ahlul Bait (SAB), and RISE Academy to create a curriculum for children of today, which we hope is relevant, vibrant, and engaging. We referred to many different Islamic curricula throughout the course of developing this curriculum and are grateful to them for sharing their work.

As teachers, we are blessed to be able to inherit the honorable job of teaching from the Prophets. The Prophets' main mission was to teach and nurture the human being. As Allah (swt) says in the Qurʾān, *"It is He who has sent among the unlettered a Messenger from themselves reciting to them His verses and purifying them and teaching them the Book and wisdom"* (Noble Qurʾān, 62:2). Thus, as individuals who strive for our students, we have two main jobs: to teach our students and to nurture them through these teachings, so that they can develop their souls and fulfill the purpose for which Allah (swt) has created us. While teaching is the most valued job in the eyes of Allah (swt), it also comes with many challenges. As teachers, we must constantly remind ourselves of the value of this great job.

It is our responsibility to nurture our children and students through knowledge and help them become individuals that make good choices, which will lead them to become true and strong believers. In this path, as teachers, we must remember to be reliant only on Allah (swt), be hopeful, be sincere, be responsible, be safe, and be flexible.

The present curriculum also has a teacher's guide portion that we pray will be a useful tool and resource for teachers to refer to and aid them in their job of teaching. InshāʾAllāh, the Teacher's Guide will help you engage students and provide suggestions and ideas for projects to help students better grasp the material.

The philosophy behind this revision of the curriculum was to establish a strong foothold on the guiding force of our religion: the Uṣūl ad-Dīn and Furūʿ ad-Dīn. That is why you will see that beginning from 1st grade, these two concepts are emphasized and gradually

increase in depth all the way until 6th grade. Furthermore, we wanted to incorporate a more project-based and story-based curriculum that engages students and allows them to develop a strong bond with Islam and the teachings of the Ahlul Bayt (ʿa).

We attempted to include general information that we felt children need to know in order to be educated and successful Muslims. Overall, the curriculum is divided into four core areas: ʿAqāʾid, Fiqh, History, and Akhlāq. For grades 1-3, the Furūʿ ad-Dīn are included in the ʿAqāʾid section, but for grades 4-6, it has been moved to the Fiqh section. This is to help students to first understand the basics of the Furūʿ ad-Dīn and then gradually increase their understanding and practical application.

In each grade, we have covered all of the Uṣūl ad-Dīn and the Furūʿ ad-Dīn, which are analyzed more extensively each year. It is our firm belief that a strong foundation gives way to a healthy growth, which is why there was great emphasis on this. We referenced many other curricula in developing this section and thank them for their contributions.

Furthermore, in the Fiqh section, we tried to incorporate those Fiqh topics that are relevant and integrate more stories in order to make it more interactive for students.

You will find that the History section has a greater emphasis on stories. By introducing the Maʿṣūmīn through stories that highlight their characteristics, the hope is that children will be able to connect to them and develop a bond and unfaltering love that will take root in their hearts. The History section in Kindergarten focuses solely on the Ahlul Bayt (ʿa). In first grade, the students learn about the first seven Maʿṣūmīn, and in second grade the last seven. Then, in third grade, they once again review all 14 Maʿṣūmīn. In fourth grade, students will learn about the lives and messages of the Prophets. Finally, in fifth and sixth grades, students will take a comprehensive look at the life of the Noble Prophet (ṣ).

We attempted to make the Akhlāq section aesthetically-pleasing through colorful illustrations, ahadith, and ayahs from the Qurʾān. In the older grades, we attempted to include more relevant stories that would allow them to form tangible connections with the lessons.

Any Islamic school should feel free to use this curriculum. If you are using this curriculum, please do let us know so that we may keep in contact. Similarly, please let us know if you have found any errors or would like to give us feedback; this will definitely help us, and is appreciated.

I want to thank all of those who were involved in this great project. I pray that Allah (swt) accepts our efforts and gives us more strength to continue our mission.

With duʿās,

Nabi R. Mir (Abidi)

About the Board ʿĀlim

Moulana Nabi R. Mir (Abidi) is a scholar, an educator, a father, and an enthusiast for creating educational infrastructure and Islamic resources for the benefit of the global community. He is a pioneer of always thinking "outside of the box" by supporting the creation of innovative materials to engage young readers to pick up Islamic books, interact with Qurʾānic games, learn from the Steps to Perfection Curriculum, and begin their life-long journey of holistic education.

Being a dedicated student and graduate of *Darse Khārij* from the *Ḥawzah* (the highest level of Islamic Studies in the seminary), Moulana Abidi understands the intrinsic value of Islamic education. Also, having grown up in India, and now residing in the United States, he has had the honor of traveling to various communities and meeting many community leaders. He values the importance of collaboration and working together to optimize our communal potential and create open source platforms so that information and resources are available and accessible to everyone around the world.

You, dear reader, are now part of the Al-Kisa family.
Share the word, and join the mission.

Goals

Salāmun ʿalaykum.

Below are some basic concepts we believe children at this age should know. Use these learning goals and guidelines to better understand how much the child will learn and to better prepare yourself for teaching.

At the end of the book, there is an assessment for teachers and parents/guardians to evaluate the child and gauge if they have met these goals. While they take the test, check to see whether they are able to answer the questions independently or if they need some help. After they have completed the assessment, determine the areas they are proficient in and in which areas they still need guidance.

ʿAqāʾid

1. Uṣūl ad-Dīn
2. Shahādah
3. Names and attributes of Allah (swt)
4. Names of the 12 Imāms (ʿa)

Fiqh

1. Furūʿ ad-Dīn
2. Difference between wājib and ḥarām
3. Actions of wuḍūʾ
4. Actions of ṣalāh
5. Najāsah and ṭahārah

History

1. Islamic months
2. The first 7 Maʿṣūmīn (ʿa): basic history and meaning of their names/titles
3. Prophets Ādam (ʿa), Dāwūd (ʿa), and Yūnus (ʿa).
4. People of Karbalāʾ

Akhlāq

1. Common phrases
2. Cleanliness
3. Public manners

A Letter to Teachers

Dear Teacher,

Salāmun ʿalaykum. You are honored with a great duty —the duty of the Prophets— and that is, teaching. As you know, teaching is an ever-evolving duty, and one that requires teachers themselves to constantly be in a state of learning.

As you may have noticed, the newest revision of the Steps to Perfection curriculum features a new form of transliteration with diacritic characters in all the books, from Kindergarten to 6th grade. The decision to switch to this standard was reached after much deliberation and advice from our advisor board of scholars and educators. Due to limitations in the English alphabet, there are many different spellings of Arabic terms, none of which truly capture the correct pronunciation of certain terms, and there is no real standard that exists. This can be confusing for our children. Therefore, our main goal is to help them pronounce these terms correctly. If we teach them from the beginning, this will help them have proper pronunciation right from the beginning.

Although there is a slight learning curve on understanding how to read words according to the new transliteration standards, it is a useful skill. With these guidelines, we are better able to teach students the proper and correct pronunciation of Arabic words more accurately.

The first lesson in this book is a lesson on introducing the new transliteration standards to students and helping them understand how to read the words with the diacritics. We hope that this lesson will help students strengthen their pronunciation and recognition of Arabic words.

If you are not already familiar with the transliteration guidelines, we suggest you read through the first lesson so that you are more familiar and able to transfer this knowledge to students.

If you have any suggestions or feedback, please feel free to email us at
info@alkisafoundation.org

Transliteration Lesson

TASK BAR

KEY WORDS

- Salām سَلام
- Raḥīm رَحِيم
- Sūrah سُورَة

EXAMPLES

Write the words on the board and have students practice pronouncing them, focusing on the long vowels.

This lesson is meant as an introductory lesson to familiarize students with the transliteration standards used throughout the textbook.

Ensure every student has a copy of the textbook. Give them a few minutes to look through the textbook.

SAY: As you were looking through your books, what did you notice about some of the words? (Wait for answers.)

SAY: Yes, you must have seen that some of the letters have weird lines or dots. These letters have different symbols on top, under, before, or after them, because they represent Arabic letters, like the alifs (ا), bās (ب), and tās (ت) you are learning about in Qurʾān class!

Are the Arabic and English language the same? No, they're not! But many English letters have the same sound as Arabic letters. Let me give you an example. Which English letter sounds like the Arabic letter م (mīm or mm sound)? (Wait for answers.)

SAY: Good! M and mīm (م) make the same sound — mm. But there are some Arabic letters whose sounds do not exist in English. So, when we want to write Arabic words in English, we sometimes put dots under them. This lets us know which letters they are in Arabic and that we should be pronouncing these letters a certain way.

Now you will also see that some letters have lines on top of them. When we see the lines, this means that we have to stretch that letter out. Let's look at an example. (Write ā on the board.)

SAY: So, if I see an a with a line on top of it, this means that I have to stretch out the aa sound. Can you say it with me? Say aaa. (Have students practice pronouncing the long vowel.)

SAY: Good. Let's look at another letter. (Write ī on the board.)

SAY: When you see an i with a line on top of it, you have to stretch out the ee sound. Can you say it with me? Say eee. (Have students practice pronouncing the long vowel.)

SAY: MāshāʾAllāh, you are really getting the hang of this! Let's try another letter. (Write ū on the board.)

SAY: When you see a u with a line on top of it, you have to stretch out the

Transliteration Lesson (cont'd)

oo sound. Can you say it with me? Say ooo. (Have students practice pronouncing the long vowel.)

SAY: You all are doing so well! Let's practice reading some words!

Write the following words on the board:
- Salām
- Raḥīm
- Sūrah

Point to each word as you practice saying it.

SAY: The first word is salām. Can you all say it with me? (Pronounce it slowly, emphasizing each letter as you point to it.) We don't say salam (say it quickly, not prolonging the a). We say salām (stretch out the ā, even exaggerating it a bit, for emphasis).

SAY: The second word is Raḥīm. Can you all say it with me? (Pronounce it slowly, emphasizing each letter as you point to it.) We don't say raḥim (say it quickly, not prolonging the i). We say Raḥīm (stretch out the ī, even exaggerating it a bit, for emphasis).

SAY: The third word is sūrah. Can you all say it with me? (Pronounce it slowly, emphasizing each letter as you point to it.) We don't say sūrah (say it quickly, not prolonging the u). We say sūrah (stretch out the ū, even exaggerating it a bit, for emphasis).

Ensure students have a good grasp and understanding on how to pronounce these letters. You may choose to do a few more EXAMPLES on the board. Some good words to practice are Fāṭimah, ʿAlī, Imām, Rasūlullāh, and ṣalāh.

As you read through lessons later on, point out certain letters and how to pronounce them correctly. Specifically focus on the correct pronunciation of the following letters:
- ḍ (pronounced as ض)
- ẓ (pronounced as ظ)
- ṣ (pronounced as ص)
- ṭ (pronounced as ط)
- ḥ (pronounced as ح)
- ʿ (pronounce as ع)

Table of Contents

Dedication iii
Acknowledgments iii
Transliteration Chart v
Preface vii
About the Board ʿĀlim ix
Goals x
A Letter to Teachers xi
Transliteration Lesson T1

ʿAQĀʾID (BELIEFS)

CHAPTER 1: A REVIEW OF THE SHAHĀDAH 3

Teaching Guide 1.1: Introduction & The First Line T3
Lesson 1.1: Shahādah 4
Learning Aid 1.1 5
Story Time 1.1: Allah is One 6
Activity 1.1a: Writing Practice 9
Activity 1.1b: Art Extension 10
Teaching Guide 1.2: The Second Line T4
Lesson 1.2: Muḥammadur Rasūlullāh 11
Activity 1.2a: Coloring 12
Teaching Guide 1.3: The Third Line T5
Activity 1.3a: Worksheet 13
Teaching Guide 1.4: The Fourth & Fifth Lines T6
Activity 1.4a: Order of Shahādah 14
Activity 1.4b: Art Extension 15

CHAPTER 2: UṢŪL AD-DĪN 17

Teaching Guide 2.1: Uṣūl ad-Dīn T7
Lesson 2.1: Uṣūl ad-Dīn 18
Learning Aid 2.1 19
Activity 2.1a: Wordsearch 20
Activity 2.1b: Fill in the Clouds 21

Activity 2.1c: Matching 22
Activity 2.1d: Art Extension 23

CHAPTER 3: TAWḤĪD: WHO IS ALLAH (SWT)? 25

Teaching Guide 3.1: Allah is ar-Rahmān & ar-Raḥīm T9
Lesson 3.1: Allah (swt) is ar-Rahmān & ar-Raḥīm 26
Activity 3.1a: Cut and Paste 27
Teaching Guide 3.2: Allah (swt) is al-ʿAlīm T10
Story Time 3.2: Allah (swt) is al-ʿAlīm 30
Activity 3.2a: Coloring 33
Teaching Guide 3.3: The Qurʾān T11
Lesson 3.3: The Qurʾān 34
Activity 3.3a: Qurʾān Connection 35
Activity 3.3b: Multiple Choice 36

CHAPTER 4: ʿADĀLAH: ALLAH (SWT) IS JUST 37

Teaching Guide 4.1: Allah (swt) is Just T12
Story Time 4.1: Allah is Just 38
Activity 4.1a: Multiple Choice 39

CHAPTER 5: NUBUWWAH & IMĀMAH 40

Teaching Guide 5.1: Nubuwwah T13
Lesson 5.1: Nubuwwah 41
Activity 5.1a: Connect the Dots 42
Activity 5.1b: Unscramble the Words 43
Teaching Guide 5.2: Imāmah T14
Lesson 5.2: Imāmah 44
Activity 5.2a: Draw the Flags 45
Activity 5.2b: Number the Imāms 46
Activity 5.2c: Wordsearch 47
Activity 5.2d: Unscramble the Letters 48
Teaching Guide 5.3: The Living Imām (ʿaj) T16
Lesson 5.3: The Living Imām (ʿaj) 49
Activity 5.3a: A Follower of Imām (ʿaj) 50
Activity 5.3b: Letter to Imām al-Mahdī (ʿaj) 51

CHAPTER 6: QIYĀMAH 52

Teaching Guide 6.1: Angels T17
Story Time 6.1: The Two Angels 53
Activity 6.1a: Qurʾān Connection 54
Activity 6.1b: Coloring 55
Activity 6.1c: Drawing our Deeds 56

CHAPTER 7: ALLAH'S CREATIONS & THEIR JOBS 57

Teaching Guide 7.1: Angels & Jinns T18
Lesson 7.1: Angels & Jinns 58
Activity 7.1a: Multiple Choice 59
Lesson 7.2: Humans (Insān) 60
Activity 7.2a: Drawing Good Deeds 61
End of Unit: Good Choices & Poor Choices 62

FIQH (ISLAMIC LAWS)

CHAPTER 1: FURŪʿ AD-DĪN 65

Teaching Guide 1.1: Furūʿ ad-Dīn T19
Lesson 1.1: Furūʿ ad-Dīn 66
Learning Aid 1.1 67
Activity 1.1a: Matching 68
Activity 1.1b: Multiple Choice 69
Activity 1.1c: Cut & Paste 70

CHAPTER 2: FIQH TERMINOLOGY 73

Teaching Guide 2.1: Fiqh Terminology T20
Lesson 2.1: Fiqh Terminology 74
Activity 2.1a: Wājib Acts 75
Activity 2.1b: Ḥarām Acts 76

CHAPTER 3: WUḌŪʾ 77

Teaching Guide 3.1: Wuḍūʾ T21
Lesson 3.1: Wuḍūʾ 78
Activity 3.1a: Name the Action of Wuḍūʾ 79

Activity 3.1b: Multiple Choice 80
Teaching Guide 3.2: Wājib Actions of Wuḍūʾ T22
Lesson 3.2: Wājib Actions of Wuḍūʾ 81
Activity 3.2a: Number the Actions 82
Activity 3.2b: Multiple Choice 83
Activity 3.2c: Mr. Wuḍūʾ 84
Lesson 3.3: Wuḍūʾ Chart 86
Activity 3.3: Wuḍūʾ Practical Demonstration 87

CHAPTER 4: ADHĀN & IQĀMAH 88

Teaching Guide 4.1: Adhān & Iqāmah T23
Lesson 4.1: Adhān & Iqāmah 89
Learning Aid 4.1 93
Activity 4.1: Multiple Choice 94

CHAPTER 5: ṢALĀH (PRAYERS) 95

Teaching Guide 5.1: Ṣalāh T24
Lesson 5.1: Ṣalāh 96
Activity 5.1a: Qurʾān Connection 97
Activity 5.1b: Coloring 98
Activity 5.1c: Number of Rakaʿāt 99
Activity 5.1d: Five Daily Ṣalāt 100
Activity 5.1e: Crossword 101
Activity 5.1f: Multiple Choice 102
Teaching Guide 5.2: Actions in Ṣalāh T25
Lesson 5.2: Actions in Ṣalāh (Boys) 103
Lesson 5.2: Actions in Ṣalāh (Girls) 104
Activity 5.2a: Matching Positions 106
Activity 5.2b: Number the Actions 107
Activity 5.2c: Ṣalāh Positions 108
Activity 5.2d: Multiple Choice 109
Activity 5.2e: Doll Ṣalāh 110

CHAPTER 6: ṢAWM (FASTING) 111

Lesson 6.1: Fasting 112

Activity 6.1a: Thanking Allah (swt) 114
Activity 6.1b: Multiple Choice 115

CHAPTER 7: ḤAJJ 116

Lesson 7.1: Ḥajj 117
Activity 7.1a: Coloring 118
Activity 7.1b: Fill in the Blank 119
Activity 7.1c: Multiple Choice 120

CHAPTER 8: NAJĀSAH & ṬAHĀRAH 121

Teaching Guide 8.1: Najāsah & Ṭahārah T27
Lesson 8.1: Najāsah & Ṭahārah 122
Activity 8.1a: Najis Things 123
Activity 8.1b: Multiple Choice 124

HISTORY & ISLAMIC KNOWLEDGE

CHAPTER 1: ISLAMIC MONTHS 127

Teaching Guide 1.1: Islamic Months T28
Lesson 1.1: Islamic Months 128
Activity 1.1a: Phases of the Moon 129
Activity 1.1b: Multiple Choice 130
Activity 1.1c: Cut & Paste 131

CHAPTER 2: A REVIEW OF THE INFALLIBLES 135

Teaching Guide 2.1: 14 Maʿṣūmīn T29
Lesson 2.1: 14 Maʿṣūmīn 136
Activity 2.1a: Coloring 137
Activity 2.1b: Multiple Choice 138
Activity 2.1c: Art Extension 139
Teaching Guide 2.2: Ahlul Kisāʾ T30
Lesson 2.2: The Story of the Kisāʾ (Cloak) 143
Activity 2.2a: Story in Order 152
Activity 2.2b: Wordsearch 153
Activity 2.2c: Multiple Choice 154

CHAPTER 3: THE FIRST 7 MAʿṢŪMĪN 155

Lesson 3.1: Prophet Muḥammad (ṣ) 156
Activity 3.1a: Coloring 159
Activity 3.1b: Fill in the Letters 160
Activity 3.1c: Color the Titles 161
Activity 3.1d: Matching the Names 162
Activity 3.1e: Multiple Choice 163
Storytime 3.1: The Praised One 164
Activity 3.1f: Coloring 168
Activity 3.1g: Review Questions 169
Lesson 3.2: Imām ʿAlī (ʿa) 170
Activity 3.2a: Coloring 172
Activity 3.2b: Illustrate the Ḥadīth 173
Activity 3.2c: Matching 174
Activity 3.2d: Multiple Choice 175
Storytime 3.2: The High 176
Activity 3.2e: Coloring 181
Activity 3.2f: Fill in the Blanks 182
Lesson 3.3: Sayyidah Fāṭimah (ʿa) 183
Activity 3.3a: Family Tree 186
Activity 3.3b: Coloring Tasbīḥ 187
Activity 3.3c: Multiple Choice 188
Activity 3.3d: Art Extension 189
Storytime 3.3: The Separator 190
Activity 3.3d: Coloring 194
Activity 3.3e: Review Questions 195
Lesson 3.4: Imām Ḥasan (ʿa) 196
Activity 3.4a: Multiple Choice 198
Storytime 3.4: The Good Doer 199
Activity 3.4b: Coloring 204
Activity 3.4c: Review Questions 205
Lesson 3.5: Imām Ḥusayn (ʿa) 206
Activity 3.5a: Phrase Unscramble 208
Activity 3.5b: Color the Picture 209

Activity 3.5c: Coloring 210
Activity 3.5d: Multiple Choice 211
Storytime 3.5: The Good Doer 212
Activity 3.5e: Coloring 217
Activity 3.5f: Review Questions 218
Lesson 3.6: Imām as-Sajjad (ʿa) 219
Activity 3.6a: Multiple Choice 221
Storytime 3.6: The One Who Does a Lot of Sajdah 222
Activity 3.6b: Coloring 227
Activity 3.6c: Review Questions 228
Lesson 3.7: Imām al-Baqir (ʿa) 229
Activity 3.7a: Multiple Choice 231
Storytime 3.7: The Splitter of Knowledge 232
Activity 3.7b: Coloring 237
Activity 3.7c: Review Questions 238
Review: The First 7 Maʿṣūmīn 239

CHAPTER 4: PROPHETS 240

Teaching Guide 4.1: Prophet Ādam (ʿa) T31
Lesson 4.1: Prophet Ādam (ʿa) 241
Activity 4.1a: Events in Order 244
Activity 4.1b: Multiple Choice 245
Teaching Guide 4.2: Prophet Dāwūd (ʿa) T32
Lesson 4.2: Prophet Dāwūd (ʿa) 246
Activity 4.2a: Fill in the Blanks 248
Teaching Guide 4.3: Prophet Yūnus (ʿa) T33
Lesson 4.3: Prophet Yūnus (ʿa) 249
Activity 4.3a: Coloring 252
Activity 4.3b: Coloring 253
Activity 4.3c: Multiple Choice 254
Activity 4.3d: Art Extension 255

CHAPTER 5: PEOPLE OF KARBALĀʾ 259

Lesson 5.1: Sayyidah Zaynab 260
Activity 5.1: Multiple Choice 261

Lesson 5.2: Baby ʿAlī al-Aṣghar 262
Activity 5.2a: Coloring 264
Activity 5.2b: Code Names 265
Activity 5.2c: Multiple Choice 266

AKHLĀQ (ETIQUETTE)

CHAPTER 1: COMMON AKHLĀQ PHRASES 269

Lesson 1.1: Saying Bismillāh 270
Activity 1.1a: Drawing Deeds 271
Activity 1.1b: Reviewing Bismillāh 272
Lesson 1.2: Saying Inshāʾ Allāh 273
Activity 1.2a: Drawing 274
Activity 1.2b: Reviewing Inshāʾ Allāh 275
Lesson 1.3: Saying Alḥamdulillāh 276
Activity 1.3: Reviewing Alḥamdulillāh 277
Lesson 1.4: Saying Jazākallāh Khayr 278
Activity 1.4a: Coloring 279
Activity 1.4b: Reviewing Jazākallāh Khayr 280
Lesson 1.5: Saying Ṣalawāt 281
Activity 1.5a: Coloring 283
Activity 1.5b: Reviewing Ṣalawāt 284
Lesson 2.1: Cleanliness 285
Activity 2.1a: Ḥadīth Time 286
Activity 2.1b: Coloring 287
Activity 2.1c: Qurʾān Connection 288
Activity 2.1d: Reviewing Cleanliness 289
Lesson 3.1: Restroom Manners 290
Activity 3.1a: Coloring 291
Activity 3.1b: Reviewing Restroom Manners 292
Lesson 4.1: Sneezing 293
Activity 4.1a: Coloring 294
Activity 4.1b: Reviewing Sneezing 295
Lesson 5.1: Eating & Drinking 296
Activity 5.1a: Identifying Good Manners 297

Activity 5.1b: Ḥadīth Time 298
Activity 5.1c: Coloring 299
Activity 5.1d: Reviewing Eating & Drinking 300
Lesson 6.1: Classroom Manners 301
Activity 6.1: Reviewing Classroom Manners 302
Lesson 7.1: Being Truthful 303
Activity 7.1a: Ḥadīth Time 304
Activity 7.1b: Coloring 305
Activity 7.1c: Reviewing Being Truthful 306
Lesson 8.1: Gratefulness to Parents 307
Activity 8.1a: Qurʾān Connection 308
Activity 8.1b: Review Questions 309

END OF 1ST GRADE: ASSESSMENT 310

Grade 1 Assessment 311

ʿAQĀʾID
(BELIEFS)

CHAPTER 1:

A REVIEW OF THE SHAHĀDAH

Teaching Guide 1.1: Introduction & The First Line

TASK BAR

KEY WORDS

- Shahādah شَهَادَة
- Messenger
- Successor
- Prophet
- Walīyullāh وَلِيُّ الله
- Imām اِمَامْ
- Representative

LEARNING AID

Use the hand gestures to help students memorize the Shahādah and the meaning.

PRACTICE

Students should practice reciting the Shahādah daily like the pledge of allegiance.

STORY TIME

Read the story about why there is only one Creator as students look at the pictures.

ACTIVITIES

WRITING PRACTICE: Students will work on writing out the words of the Shahādah.

ART EXTENSION: Students will create a 3-D hand holding up 1 finger. On the hand, it will say "There is no god except Allah (swt)."

The Shahādah, or testimony, is important for all Muslims. It is a statement that we believe in wholeheartedly and identifies us as Muslims. In this chapter, students will learn to recite the Shahādah in Arabic and English and understand its meaning. Students who were not present the previous year may need some extra time and practice.

SAY: Does anyone remember what the flag of Islam is?

Wait for answers until the Shahādah is mentioned.

SAY: Good. As Muslims, we don't all come from one country. There are Muslims all around the world. We have something that represents all Muslims as well; however, it is not actually a flag. The Shahādah is the flag of Islam and the Shahādah is important for all Muslims to know. The Shahādah is made up of words that have a very important meaning. It is important for us to be able to show that we are Muslim and remind ourselves of Allah (swt) every day. By saying the Shahādah, we remind ourselves that there is no god but Allah (swt), that Prophet Muḥammad (ṣ) is Allah's Messenger, that Imām ʿAlī (ʿa) is Allah's chosen one, that Imām ʿAlī (ʿa) is the successor of the Prophet (ṣ), and he is the true khalīfah. We are going to recite the whole Shahādah in Arabic and English. Please repeat after me.

Have students repeat every line after you. Make sure to use the LEARNING AID located in the TASK BAR. Try to check pronunciation.

SAY: Good. Let's remind ourselves about the deeper meaning of each line. The first line, Lā ilāha illallāh, means that there is no god but Allah (swt) and that Allah (swt) is one. Can anyone tell me why there cannot be more than one god?

Wait for answers. There may be many different ideas.

SAY: Good. If you have 2 principals, 2 teachers, or 2 leaders, and they give you different instructions, things would get very confusing. Also, one of them would have to be better than the other in something, which would mean they can't both be the best leaders. In the same way, we can't have two gods, one would be better than the other, which wouldn't be possible.

At this time, students can turn to the STORY TIME. Students can then complete the ACTIVITIES located in the TASK BAR.

NOTE TO TEACHER: The illustrations focus on Allah (swt) as a Creator and Rabb, the one who nurtures and takes care of us.

Lesson 1.1: Shahādah

لآ إِلٰهَ إِلَّا اللّٰه

Lā ilāha illallāh

There is no god except Allah

مُحَمَّدٌ رَّسُولُ اللّٰه

Muḥammadur Rasūlullāh

Prophet Muḥammad (ṣ) is the Messenger of Allah

عَلِيٌّ وَّلِيُّ اللّٰه

ʿAlīyun Walīyullāh

Imām ʿAlī (ʿa) is one who is close to Allah

وَصِيُّ رَسُولِ اللّٰهِ

Waṣiyyu Rasūlullāh

Imām ʿAlī (ʿa) is the leader after Prophet Muḥammad (ṣ)

وَخَلِيفَتُهُ بِلَا فَصْلٍ

Wa khalīfatuhu bilā faṣl

Imām ʿAlī (ʿa) is the true khalīfah

Learning Aid 1.1

1
Lā ilāha illallāh
There is no God except Allah
Students will hold up one finger to signify that there is only one God.

2
Muḥammadur Rasūlullāh
Prophet Muḥammad (ṣ) is the messenger of Allah
Students will flap their arms like a messenger bird. Please emphasize that this action is only to explain what messenger means.

3
ʻAlīyun Walīyullāh
Imām ʿAlī (ʿa) is one who is close to Allah
Students will hold their hands together to signify that Allah chose Imām ʿAlī (ʿa).

4
Waṣiyyu Rasūlullāh
Imām ʿAlī (ʿa) is the leader after Prophet Muḥammad (ṣ)
Students will reenact the scene of the event of Ghadīr.

5
Wa khalīfatuhu bilā faṣl
Imām ʿAlī (ʿa) is the true khalīfah
Students will make a crown on their head, because a khalīfah is like a king.

1

2

3

4

5

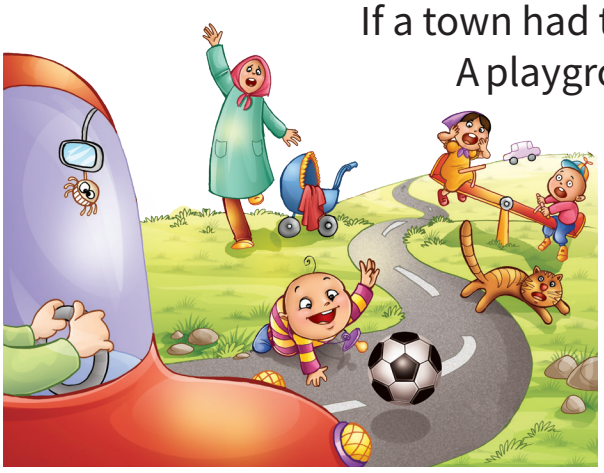
Story Time 1.1: Allah is One

If a team had two captains, there would be such a jumble!
In confusion, the players would fall over and fumble!

What would happen if you had two leaders?

If a town had two mayors, things would be all over the place.
A playground and a road might end up in the same space!

Do you think it's safe
for a road to be inside the park?



Imagine if two builders tried building the same house!
Can you imagine how awful those rooms would turn out?

Name all the crooked things you see in the picture.

It would be a disaster if two chefs were cooking in the same pot.
The food might get too salty, spicy, or hot!

Why don't the kids like the food?

A school with two principals would surely create a mess.
One might say it's lunch time while the other gives a test.

Why are the kids confused?

Now imagine if the world had two gods.
Don't you think they'd always be at odds?
One might make it dark, and the other make it bright.
How would we figure out if it was day or night?

How do we know when it's night? How do we know when it's day?

What if one god filled the earth with flowing rivers and seas.
And the other one dried them up, killing all the trees?

What would happen to the fish if all the rivers dried up?

What if both gods made their own moons in the sky?
They might crash into each other as they fly!

Why do you think the stars look worried?

There is only one God who created everything we know!
He's the One who makes the seasons come and go!
He makes the sun shine bright,
and brings out the moon at night.

What other things has Allah (swt) blessed us with?

We thank Allah (swt) for this world of ours, full of wonders and beauty.
How perfectly it's organized by Allah (swt), the One and Only.
Everything in the world says "Lā ilāha illallāh."*
Let's say it together, "There is no god but Allah (swt)."

What are some things that we can thank Allah (swt), the One, for?

Activity 1.1a: Writing Practice

Practice writing the Shahādah.

LĀ ILĀHA ILLALLĀH

MUḤAMMADUR RASŪLULLĀH

ʿALĪYYUN WALĪYULLĀH

WAṢIYYU RASŪLULLĀH

WA KHALĪFATUHU BILĀ FAṢL

Activity 1.1b: Art Extension

There is Only One God

Materials:

- Construction Paper
- Markers
- Scissors
- Crayons

Procedure:

1. Pair students up. Have them trace each other's hands with a marker on their piece of paper. Make sure they trace a part of the arm as well.
2. Have them cut out the traced picture of their hands and fold the fingers down, except for the index finger.
3. On their cut-out, they can write "Lā ilāha illallāh— There is no god except Allah."
4. They can use crayons to decorate their cut-outs however they like.

Teaching Guide 1.2: The Second Line

TASK BAR

ACTIVITY

COLORING: Students will color a picture of Angel Jabrāʾīl delivering the Qurʾān to Prophet Muḥammad (ṣ).

SAY: The second line in the Shahādah is "Muḥammadur Rasūlullāh," which means that Prophet Muḥammad (ṣ) is the Messenger of Allah. A messenger is someone who brings a message or information from one place to another. If Prophet Muḥammad (ṣ) is the Messenger of Allah, whom is he bringing information from?

Wait for "Allah" to be mentioned. Note: If they say Angel Jabrāʾīl, ask who he brought the message from.

SAY: Good. Prophet Muḥammad (ṣ) is Allah's Messenger. This means, without Prophet Muḥammad (ṣ), we would not know what Allah (swt) expects from us and how we should behave. Can anyone tell me how we get to read his message today?

Wait for answers until the Qurʾān is mentioned.

SAY: Good. The message that Prophet Muḥammad (ṣ) brought for us is found in the Qurʾān and his teachings. The Qurʾān teaches us how to be good Muslims. How did Allah (swt) deliver the Qurʾān to the Prophet (ṣ)?

Wait for answers until Jabrāʾīl is mentioned.

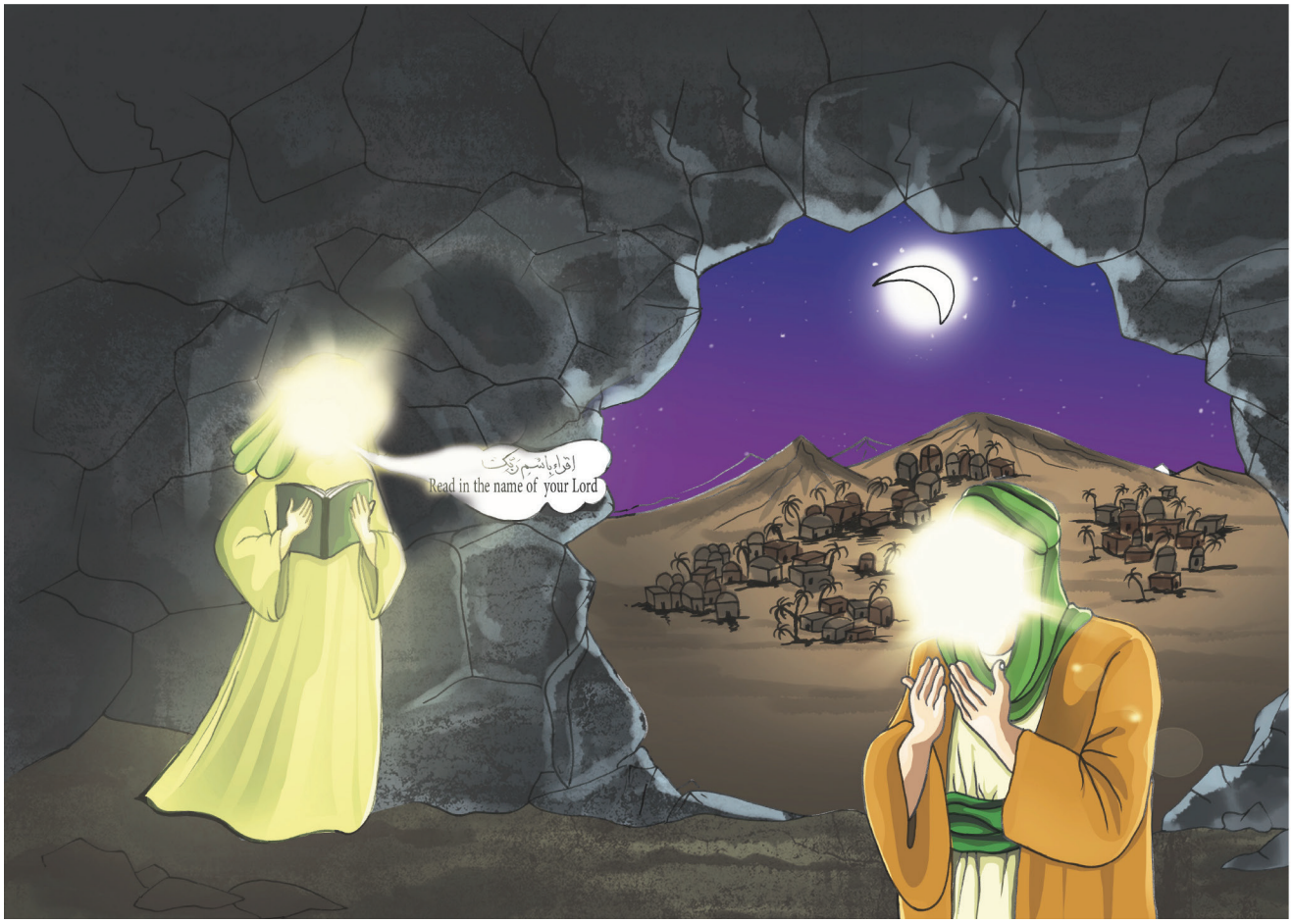
SAY: Good. Angel Jabrāʾīl brought the Qurʾān to the Prophet (ṣ).

At this time, students can complete the ACTIVITY located in the TASK BAR.

Lesson 1.2: Muḥammadur Rasūlullāh

مُحَمَّدٌ رَّسُولُ اللّٰه

Muḥammadur Rasūlullāh

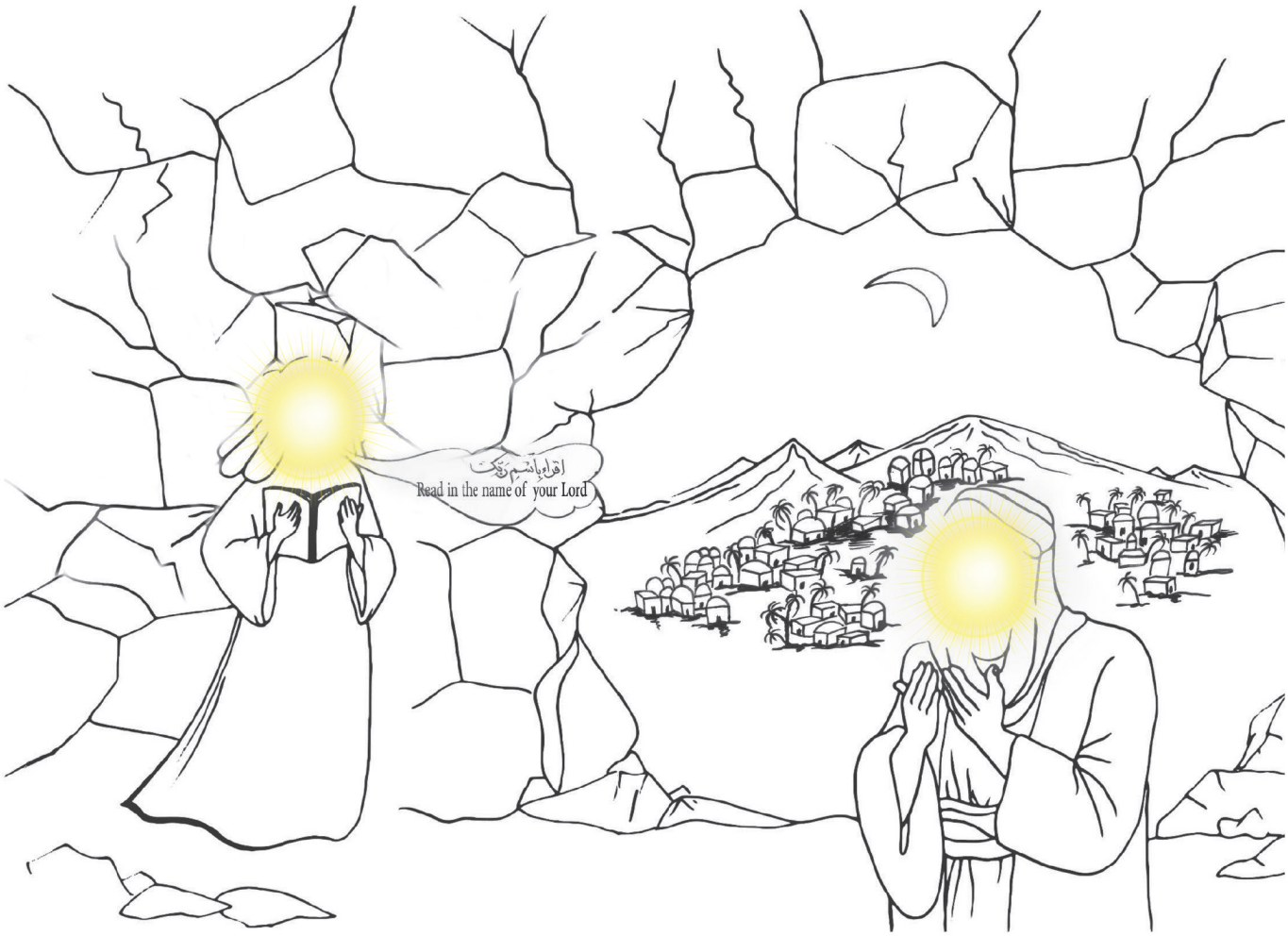


Muḥammad (ṣ) is the Messenger of Allah

Activity 1.2a: Coloring

مُحَمَّدٌ رَّسُولُ اللّٰه

MUḤAMMADUR RASŪLULLĀH



Teaching Guide 1.3: The Third Line

TASK BAR

ACTIVITY

WORKSHEET: Students will circle the pictures that show a good leader.

SAY: The third line, "'Alīyyun Walīyullāh," means that Imām ʿAlī (ʿa) is the one who is close to Allah (swt). Imām ʿAlī (ʿa) is not a Prophet or Messenger of Allah, but he is an Imām. He is perfect, like how Prophet Muḥammad is perfect. Does anyone remember why we have Imāms? (Wait for answers.)

SAY: Imāms are leaders that Allah (swt) has picked for us so that they could continue teaching us the message that Prophet Muḥammad (ṣ) taught us. Allah (swt) chose Imām ʿAlī (ʿa) to be the first teacher after our Prophet Muḥammad (ṣ). What do you think Imām ʿAlī (ʿa) had to be like in order to have this very important job? (Wait for answers.)

SAY: Imām ʿAlī (ʿa) was very truthful, kind, and always did what made Allah (swt) happy. These are some of the reasons why Allah (swt) chose him as the Imām. After Imām ʿAlī (ʿa), there were more Imāms who came and had the same qualities as him to help guide people. We will learn about them later, inshāʾAllāh. In order to be a good leader, what should a person be like? (Wait for answers.)

SAY: A good leader must be trusted. Who is Imām ʿAlī (ʿa) trusted by to lead the Muslims? (Students should say Allah (swt) and Prophet Muḥammad (ṣ))

SAY: Yes, Imām ʿAlī (ʿa) is Walīyullāh, which means he is the one who is close to Allah (swt). That means we can trust that Imām ʿAlī (ʿa) is going to tell us and show us the best way to worship Allah (swt). Let's talk about some signs that show us that one is a good leader. I will read a list and I want you to stand up if you think the thing I mention shows a good leader and stay seated if you think the thing I mention shows a bad leader. For example, if I say a person who says bad words, you stay sitting, because that doesn't show a good leader, but if I say a person who uses kind words, you stand because that shows a good leader. Note: You can practice with this example to make sure students understand.

Next, use the following list for students to see if they can differentiate between the characteristics of a good leader and a bad leader.

A person who:

-takes without asking	-is kind to animals	-is kind to their parents
-is messy	-talks badly about people	-tells people's secrets
-prays regularly	-helps the poor	-takes a toy w/out asking

SAY: Good. Imām ʿAlī (ʿa) was a good leader because he was trusted by Allah (swt) and Prophet Muḥammad (ṣ). Imām ʿAlī (ʿa) only did good things. Let's repeat the 3rd line of the Shahādah together. "'Alīyyun Walīyullāh—Imām ʿAlī (ʿa) is the one who is close to Allah."

At this time, students can work on the ACTIVITY found in the TASK BAR.

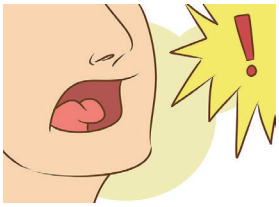
Activity 1.3a: Worksheet

What makes a good leader? Circle the pictures that show a GOOD leader like Imām ʿAlī (ʿa).

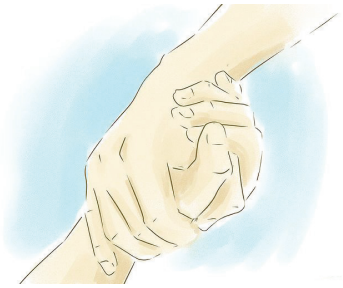
Taking without asking

Offer ṣalāh

Read Qurʾān

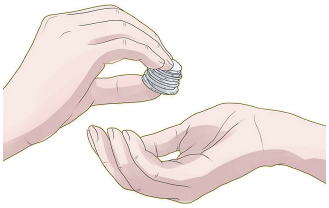


Say bad words

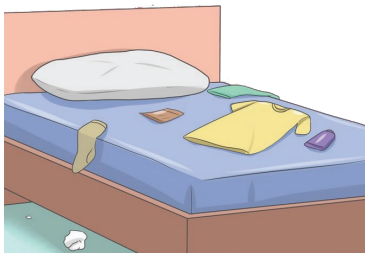


Help others

Respect parents



Help the poor



Be messy

Teaching Guide 1.4: The Fourth & Fifth Lines

TASK BAR

GAME TIME

In this game, students will play "Telephone." Students will sit in a circle. You should whisper a phrase in one student's ear. For example, say "It is wājib to pray 5 times a day." Make sure your phrases are more than 3 words. Then the student you whispered it to will become your "successor." This student has to give the same message to the next student. Do this until the phrase makes it all the way around the circle, with each student becoming the successor of the one before. At the end, the student says the phrase out loud and you confirm whether or not they said the phrase correctly. In most cases, the phrase will be changed a little. At this time, discuss the qualities of a good leader that were discussed in the last lesson and the importance of being knowledgeable and trusted to be a successor, and how no one, but Imām ʿAlī(ʿa), could be the successor of the Prophet (ṣ) or else the "message" would have been changed as shown in the telephone game.

ACTIVITIES

WORKSHEET: Students will number the different lines of the Shahādah in the correct order.

ART EXTENSION: Students will make a Shahādah mobile.

SAY: The 4th and 5th lines of the Shahādah are still talking about Imām ʿAlī (ʿa), but this time he is given two other names or jobs, other than the "one close to Allah." He is also "WASIYYU RASŪLULLĀH," which means he is the successor of the Prophet Muḥammad (ṣ), and he is also "KHALĪFATUHU BILĀFAṢL," which means that he is the true khalīfah of Allah (swt) after the Prophet (ṣ).

Let's talk about what khalīfah, or successor, means. A khalīfah, or successor, is a person who continues the job of someone else. They are also a representative, which is someone who is a good example. Imām ʿAlī (ʿa) was a perfect example of how to be a good Muslim after the Prophet (ṣ). If Imām ʿAlī (ʿa) is the Prophet's (ṣ) successor and comes after him, then he has to be Allah's khalīfah or representative for people to follow.

At this time, you can do the GAME TIME that is located in the TASK BAR.

SAY: After Prophet Muḥammad (ṣ) died and went back to Allah (swt), Imām ʿAlī (ʿa) was the teacher of the Muslims and their leader. The Muslims had to listen to what he said because he knew what was best. Allah (swt) chose Imām ʿAlī (ʿa) to be the successor of the Prophet. Prophet Muḥammad (ṣ) had taught people Islam and Imām ʿAlī (ʿa) was his successor and the khalīfah or representative of Allah (swt). He was there to remind people what the Prophet (ṣ) had taught them and show them how to be good Muslims. Nobody else could be the successor of the Prophet (ṣ) or representative of Allah (swt) other than Imām ʿAlī (ʿa) because Allah (swt) chose him. Imām ʿAlī (ʿa) was raised by the Prophet (ṣ) and was given knowledge by Allah (swt) Himself. Imām ʿAlī (ʿa) was the first Imām to help guide and show us how to be the best of Muslims.

SAY: Okay good. Now let's practice reciting the whole Shahādah in Arabic and English. Please repeat after me.

Have students repeat every line after you. Try to check for pronunciation. Keep practicing a few times together as a class, and then try to see if any student wants to volunteer on his/her own and perhaps offer a prize if a student can say the whole thing without help.

لآ إِلٰهَ إِلَّا اللهُ

Lā ilāha illallāh

There is no god except Allah

مُحَمَّدٌ رَسُولُ اللهِ

Muḥammadur Rasulūllāh

Muḥammad (ṣ) is the Messenger of Allah

عَلِيٌّ وَلِيُّ اللهِ

ʿAlīyyun Walīyullāh

Imām ʿAlī (ʿa) is the one who is close to Allah

وَصِيُّ رَسُولِ اللهِ

Wasiyyu Rasūlullāh

Imām ʿAlī (ʿa) is the leader after Prophet Muḥammad (ṣ)

وَ خَلِيْفَتُهُ بِلَا فَصْلٍ

Wa khalīfahtuhu bilā faṣl -

And he is the true khalīfah of Allah after the Prophet (ṣ)

At this time, students can complete the ACTIVITIES in the TASK BAR.

Activity 1.4a: Order of Shahādah

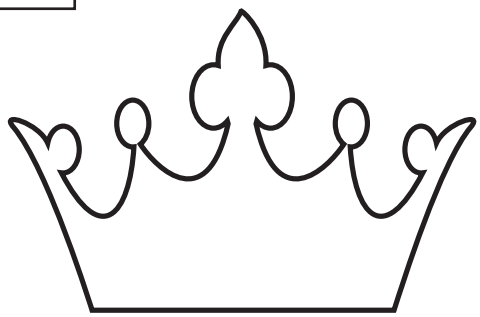
Color the pictures and number them in order.

2

4

1

5



3

Activity 1.4b: Art Extension

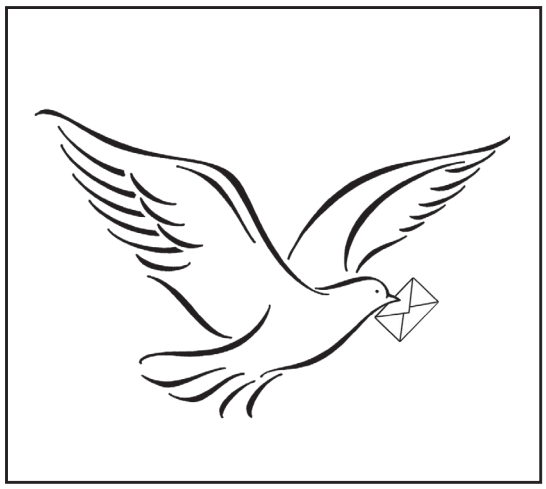
Shahādah Mobiles

Materials:

- Shahādah pictures template
- Crayons
- Scissors
- CDs
- String
- Rubber Cement

Procedure:

1. Have students color the pictures of the Shahādah and cut them out.
2. Give them a piece of string to tie onto their CD through the hole in the center.
3. Have them place the pictures in the correct order on their CD and recite each line and its meaning to you. Once it is correct, they can place rubber cement on the CD and paste the pictures.



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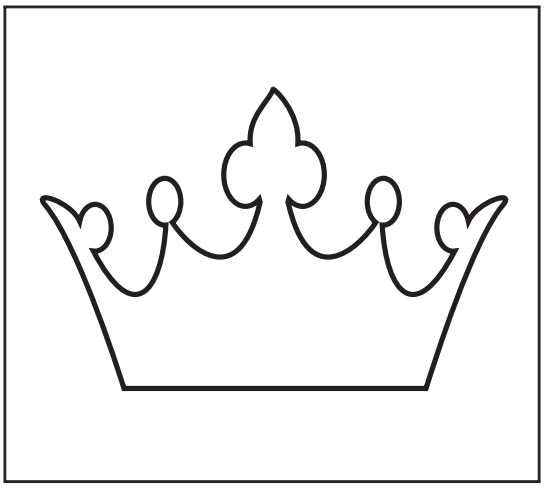
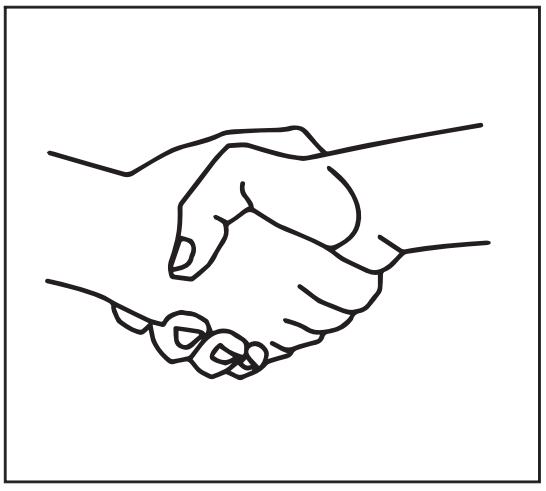




CHAPTER 2:

UṢŪL AD-DĪN

Teaching Guide 2.1: Uṣūl ad-Dīn

TASK BAR

KEY WORDS

- Uṣūl ad-Dīn أصول الدين
- Furūʿ ad-Dīn فروع الدين
- Tawḥīd تَوْحِيْدْ
- ʿAdālah عَدَالَة
- Nubuwwah نَبُوَّة
- Imāmah اِمَامَة
- Qiyāmah قِيَامَة

READING

Students can follow along with their teacher by turning to the Uṣūl ad-Dīn reading page.

SHOW N' SORT

Show students different pictures of trees with their roots and branches. Point out how the root keeps the tree standing up to emphasize the significance of Uṣūl ad-Dīn.

In this lesson, students will be introduced to the roots of the religion of Islam or Uṣūl ad-Dīn. Students can follow along with the READING located in the TASK BAR.

SAY: Does anyone know what religion we follow? (Wait and listen for answers until "Islam" is mentioned.)

SAY: In order to follow Islam and be a Muslim, what do we need to know and believe? (Again, wait and listen for ideas like knowing how to pray, knowing and believing in Prophet Muḥammad (ṣ), etc.)

SAY: Good. There are a lot of things Muslims do, but there are 5 important things that we need to know, understand, and believe in so that we can properly practice the religion of Islam. These 5 things are known as the Uṣūl ad-Dīn or the Roots of the Religion. In order to understand the Uṣūl ad-Dīn better, we will do a small activity.

At this time, do the SHOW N' SORT located in the TASK BAR. Have students point out different parts of the tree.

SAY: The roots of a tree are the most important part because, without them, the rest of the tree would not be able to get the water and nutrients that it needs to survive. The Uṣūl ad-Dīn are the roots of our religion, meaning that these 5 things are very important and necessary for the religion of Islam. Every Muslim has to understand the Uṣūl (or Roots) as best as they can. I am going to name the 5 Uṣūl ad-Dīn in Arabic and I want you to try to guess what they might mean in English.

Read and use the LEARNING AID to teach the Uṣūl ad-Dīn to the students in Arabic and wait for ideas of what they mean.

1. Tawḥīd
2. ʿAdālah
3. Nubuwwah
4. Imāmah
5. Qiyāmah

Students can now turn to the READING and follow along.

SAY: Now let me tell you what they actually mean. Tawḥīd means that Allah (swt) is one. Can anyone tell me why there can't be more than one Allah (swt)? (Wait for answers.)

SAY: There is only one Creator because if there were more than one God, there would be confusion and we would not know what to do. That is why there is only one Allah (swt), who created us, takes care of us, and gives us everything we need to love and worship Him.

SAY: The second of the Uṣūl ad-Dīn is ʿAdālah, which means that Allah (swt) is just. Does anyone know what that means? (Wait for answers.)

TASK BAR

LEARNING AID

Use the hand gestures in the Learning Aid to help students memorize the Uṣūl ad-Dīn and their meanings.

VIDEO

Show the Uṣūl ad-Dīn puppet show video found at http://tinyurl.com/yyhyczq6

GAME TIME

In this game, you mention different concepts and acts in Islam, such as Tawḥīd, ʿAdālah, Prayer, Fasting, etc. Students should stand up if it is one of the 5 Uṣūl ad-Dīn and stay sitting or sit down if it is not.

ACTIVITIES

WORKSHEETS: There are 3 different worksheets to assess students on their knowledge of Uṣūl ad-Dīn.

ART EXTENSION: Students will make a tree and label the roots as the Uṣūl ad-Dīn.

SAY: Being just means that Allah (swt) is always fair and gives everyone what they need. He is correct in whatever He does, and He is not unfair to anyone. Even if we think that something is not fair, we don't always know everything; Allah (swt) knows everything and wants what is best for us because He is our Creator, and He loves what He creates. The third of the Uṣūl ad-Dīn is Nubuwwah or Prophethood. Allah (swt) sent us Prophets to guide us. Does anyone know who the first Prophet was? (Wait for answers.)

SAY: The first is Prophet Ādam (ʿa), and the very last Prophet is our Prophet Muḥammad (ṣ). The fourth of the Uṣūl ad-Dīn is Imāmah. Allah (swt) also sent us Imāms to guide us. Allah (swt) is so kind that He never wants to leave us without a guide so that we always have help. This is why after the Prophet (ṣ) died, the Imāms continued to guide the people. Does anyone remember how many Imāms we have? (Wait for answers.)

SAY: Good. Allah (swt) sent us 12 Imāms to guide us. The first Imām is Imām ʿAlī (ʿa), and the last Imām is Imām al-Mahdī (ʿaj). He is still living and is here for us all the time. The fifth and last of the Uṣūl ad-Dīn is belief in Qiyāmah or the Day of Judgment. Does anyone know what that is? (Wait for ideas.)

SAY: Qiyāmah or The Day of Judgment is a day that every single person who ever lived, from the beginning of time to the end of time, will be rewarded for their good deeds and punished for their bad deeds. Now say the 5 Uṣūl ad-Dīn along with me in Arabic and English along with our hand gestures.

1. Tawḥīd—Allah (swt) is one
2. ʿAdālah—Allah (swt) is just
3. Nubuwwah—Allah (swt) sent us Prophets to guide us
4. Imāmah—Allah (swt) sent us 12 Imāms to guide us
5. Qiyāmah—There will be the Day of Judgment

Make sure students are pronouncing words correctly.

SAY: Good. Now we're going to watch a short video to help us remember the Uṣūl ad-Dīn.

At this time, you can show the VIDEO located in the TASK BAR.

SAY: When you look at a tree, are the roots of the tree something you can see outside or are the roots hidden underground? (Wait for answers.)

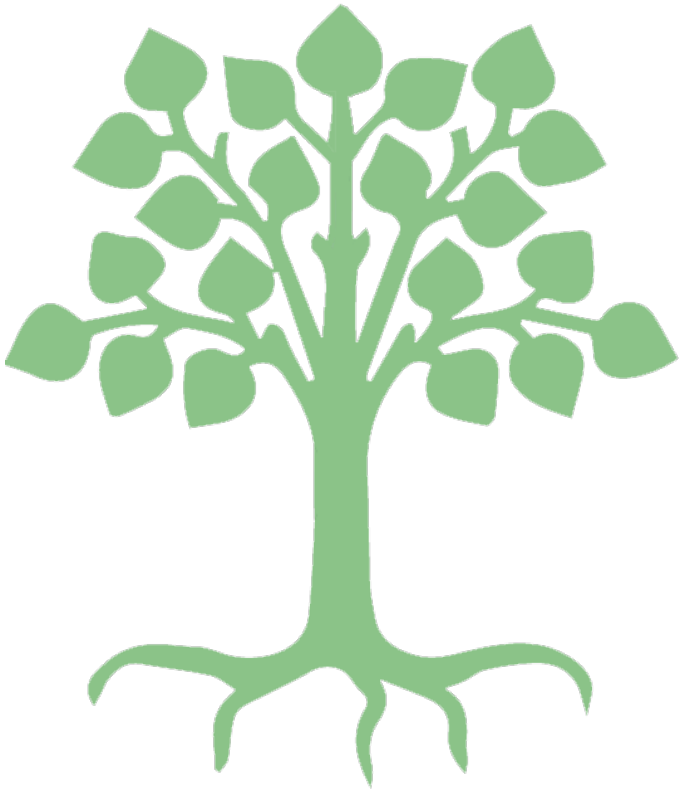
SAY: The roots of a tree are underground. The Uṣūl ad-Dīn are 5 things that must be within the heart of every Muslim. Every Muslim must know them, understand them, and believe in them in order for his or her faith to be complete.

At this time, students can complete the ACTIVITIES located in the TASK BAR.

Lesson 2.1: Uṣūl ad-Dīn

Uṣūl ad-Dīn

The Roots of Religion



Tawḥīd

Qiyāmah

ʿAdālah

Imāmah

Nubuwwah

- Tawḥīd — Allah (swt) is one
- ʿAdālah — Allah (swt) is just, or fair
- Nubuwwah — Allah (swt) sent Prophets to guide us
- Imāmah — Allah (swt) sent 12 Imāms to guide us
- Qiyāmah — The Day of Judgement

Uṣūl ad-Dīn means the Roots of Religion, or our beliefs. The Roots of Religion are five. To be a strong Muslim, we must believe in the Uṣūl ad-Dīn.

Learning Aid 2.1

UṢŪL AD-DĪN

1

Tawḥīd: Allah (swt) is one
Students hold up one finger to signify that there is only one God.

2

ʿAdālah: Allah (swt) is just
Students balance hands to show a scale.

3

Nubuwwah: Allah (swt) sent us Prophets to guide us
Students pretend to wear an ʿAmāmah on their heads to show Prophethood.

4

Imāmah: Allah (swt) sent us 12 Imāms to guide us
Students hold up a "one" and a "two" with their fingers to signify the 12 Imāms.

5

Qiyāmah: There will be a Day of Judgment
Students pretend to blow on a trumpet, signifying the angel who will blow the trumpet before the Day of Judgment.

1

2

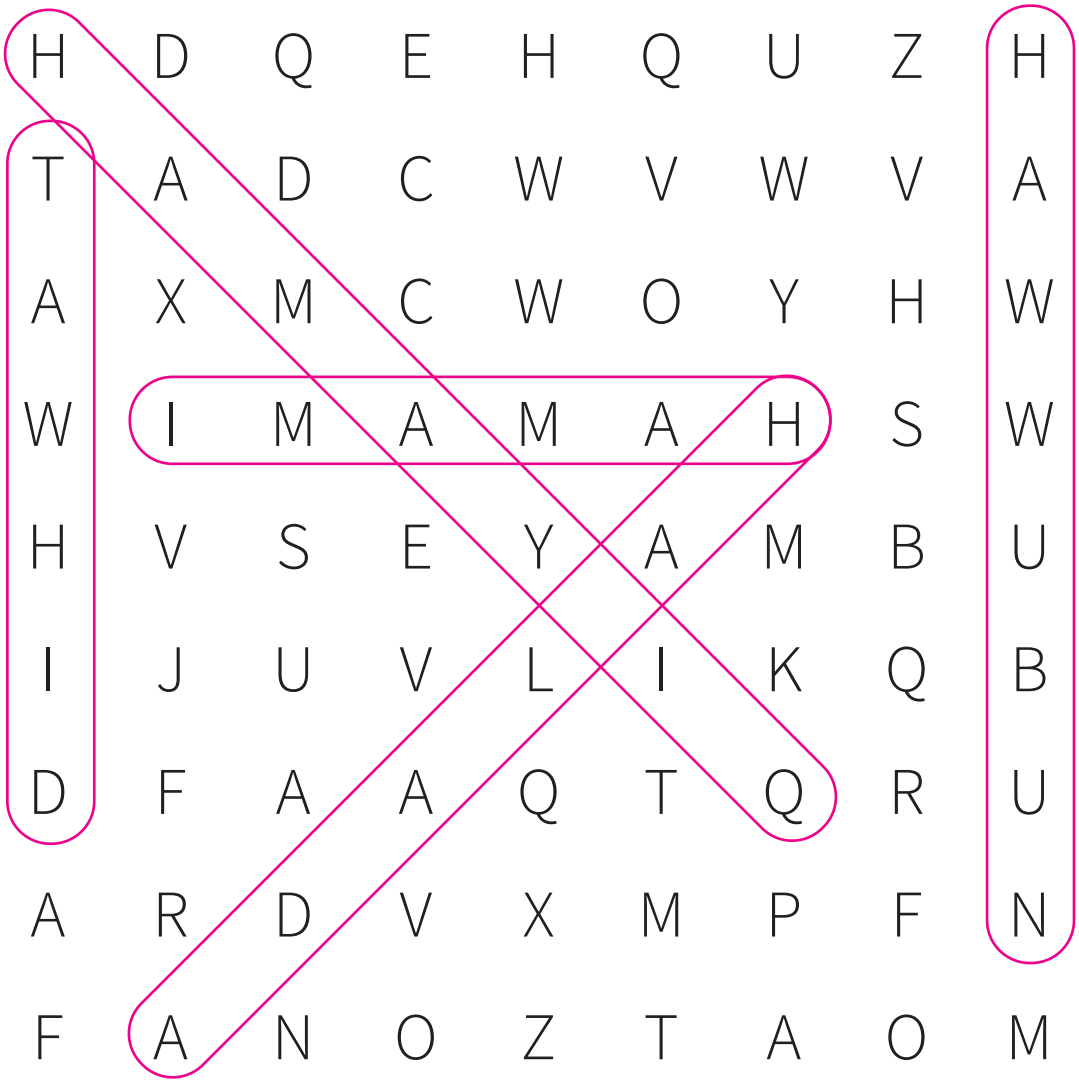
3

4

5

Activity 2.1a: Wordsearch

There are five Uṣūl ad-Dīn! Find them in this word search puzzle.



Word List:

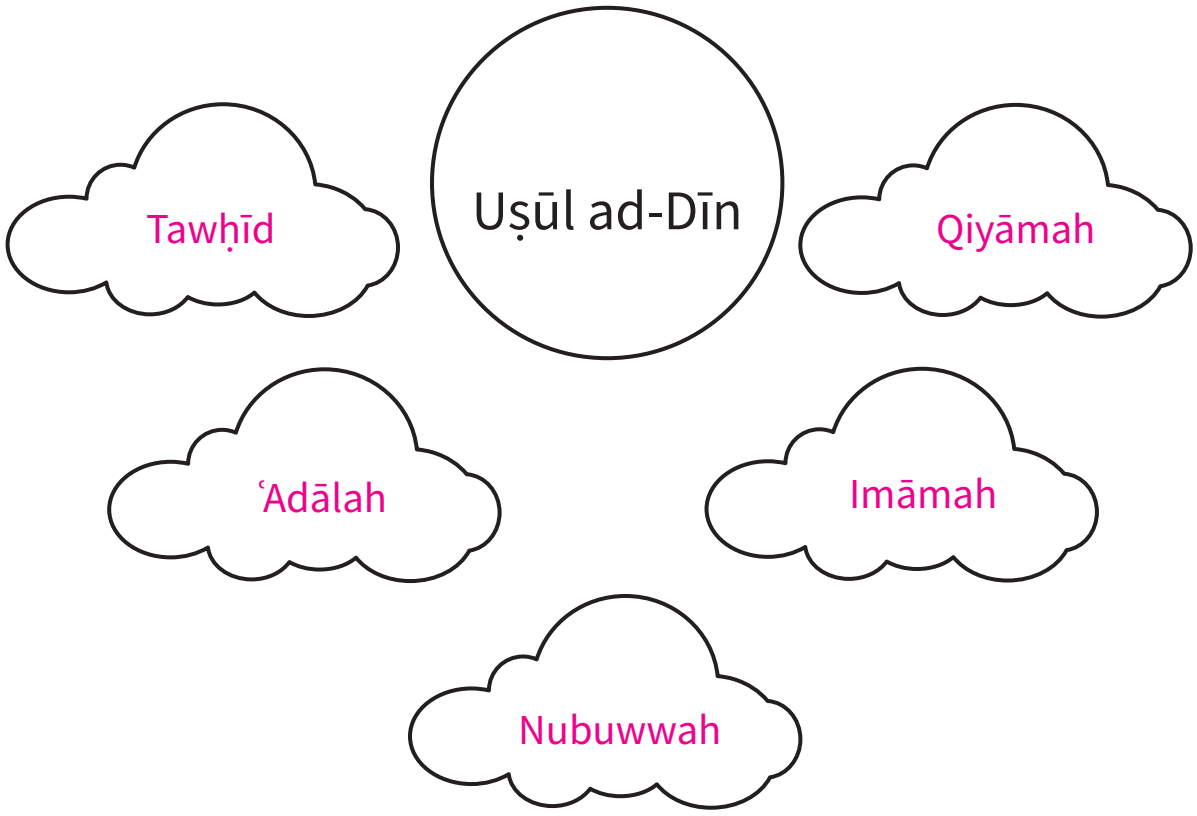
ADALAH	**IMAMAH**	**TAWHID**
QIYAMAH	**NUBUWWAH**	

*Please note that diacritic marks (e.g., ā, ī, ḥ) are not used for this word search. Instead, find the words without the marks.

Activity 2.1b: Fill in the Clouds

What are the five Uṣūl ad-Dīn (Roots of Religion)?

Choose the right answers from the list below and write one in each cloud.

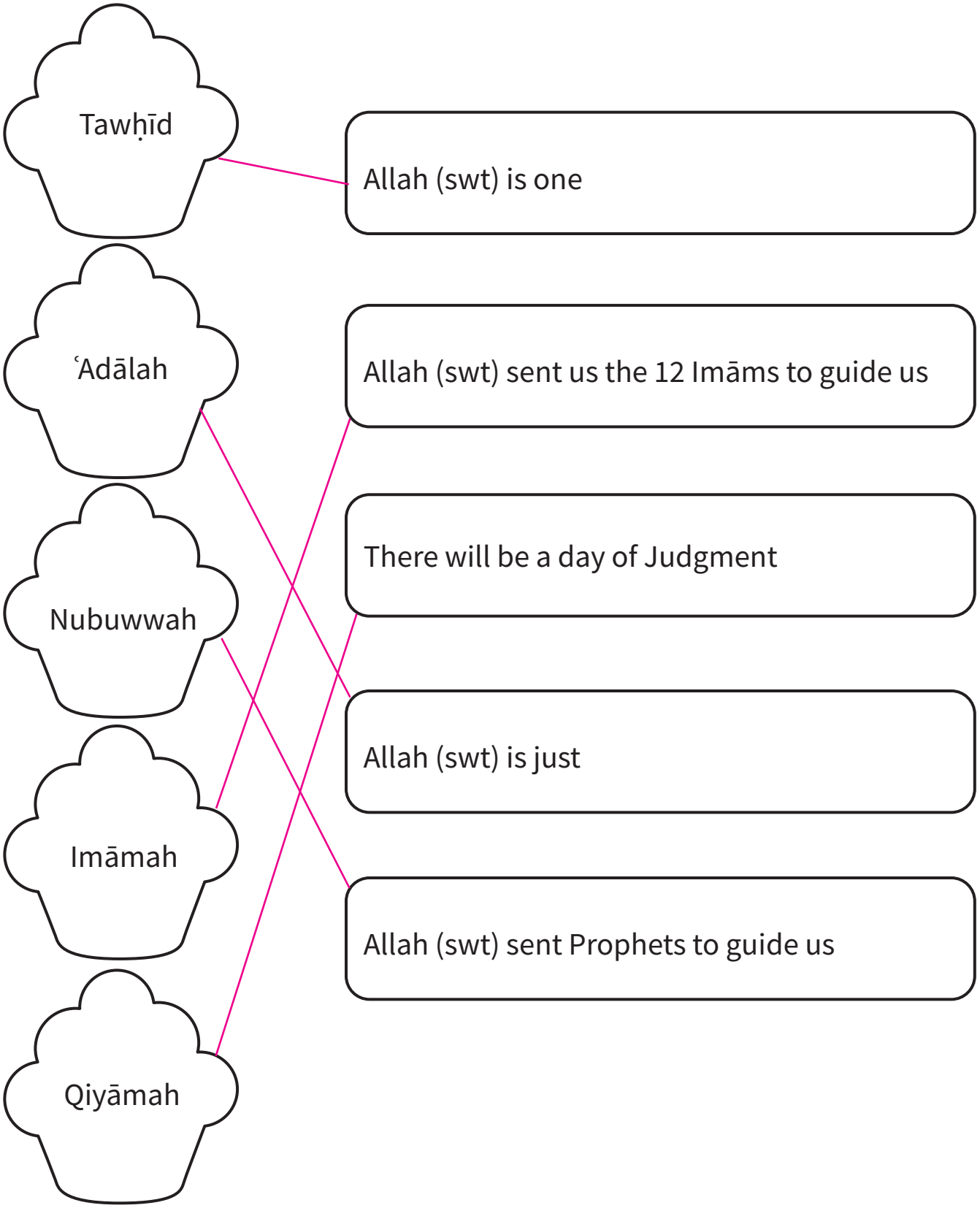


Word List:

ʿAdālah	Ṣalāh	Nubuwwah
Qiyāmah	Tawḥīd	Imāmah
Ḥajj	Jihād	Zakāt

Activity 2.1c: Matching

Match the Uṣūl ad-Dīn with its correct meaning.



Activity 2.1d: Art Extension

Uṣūl ad-Dīn Trees

Materials:

- Empty paper towel rolls
- Markers
- Green construction paper
- Scissors

Procedure:

1. On the paper towel rolls, mark off 5 evenly spaced lines.
2. Give each child a roll and have them cut along these lines. They should be able to fan these out to make roots.
3. On each root, have them write one of the Uṣūl ad-Dīn and its meaning. Alternatively, you could print out strips with the names.
4. Have them write ISLAM along the trunk of the tree.
5. Give each child a piece of green construction paper that has the top of the tree traced on and have them cut it out. Alternatively, you could cut this out and give it to them.
6. On the top of the tree, have them write "Uṣūl ad-Dīn The Roots of Religion."
7. Have them make 2 slits on the top of the trunk. They can slide in the green part of the tree.

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CHAPTER 3:

TAWḤĪD:
WHO IS ALLAH (SWT)?

Teaching Guide 3.1: Allah is ar-Rahmān & ar-Raḥīm

TASK BAR

KEY WORDS

- Attribute
- Ar-Raḥmān اَلرَّحْمَانْ
- Ar-Raḥīm اَلرَّحِيْمْ

READING

Students can follow along with their teacher by turning to the ar-Rahmān and ar-Raḥīm reading page.

ACTIVITY

CUT AND PASTE: In the worksheet, students can cut out the pictures of the blessings of Allah (swt) that are for everyone and special blessings that are just for Muslims. They must paste the ones that are for everyone in the Rahmān column, and the ones that are especially for Muslims in the Raḥīm column.

In this chapter, students will gain a deeper understanding of Tawḥīd by learning 3 different attributes of Allah (swt). In the first lesson, students will explore that Allah (swt) is ar-Rahmān and ar-Raḥīm. Students can follow along with the READING located in the TASK BAR.

SAY: Today, we are going to learn about Allah (swt) and His attributes. I am going to use the word attribute in a sentence, and I want you to guess what the word attribute might mean. One of Allah's attributes is that He is al-Khāliq, the Creator, and al-Karīm, the Generous. Can anyone guess what an attribute is? (Wait and take some guesses.)

SAY: Good. An attribute is something that describes or tells us about another thing. We are going to learn about Allah's attributes so that we can better understand Allah (swt). Let's begin by seeing if we can name some attributes of Allah (swt). What do you know about Allah (swt) that can describe Him? (Wait and listen for answers and encourage students to give examples to back up their answers.)

SAY: Good. Allah (swt) has so many attributes. Last year, we learned that Allah (swt) is al-Khāliq, the Creator, and al-Karīm, the All-Generous. This year, we are going to learn about 3 more of His attributes. The first two attributes we will discuss is that Allah (swt) is ar-Rahmān and ar-Raḥīm. These two attributes probably sound familiar to you because anytime we start something we say, "Bismillāhir Raḥmānir Raḥīm." "Bismillāhir Raḥmānir Raḥīm" means "I begin in the name and with the help of Allah (swt), the All-Kind, the All-Merciful." You probably think that's very funny. Why would Allah (swt) repeat that He is kind twice? It's because Rahmān and Raḥīm are each special types of kindness. Ar-Raḥmān is the kindness that is for everyone—for the animals, the plants, the Muslims, and the non-Muslims. Can anyone name some kindness and gifts that Allah (swt) has given to everyone? (Wait and listen for answers.)

SAY: Good. Things like water, air, and parents are for everyone. But ar-Raḥīm is that special kindness He gives to those people who are good Muslims. Can anyone name the kind of gifts Allah (swt) gives only to Muslims? (Wait and listen for answers.)

SAY: Good. Gifts like being able to read the Qurʾān, offering ṣalāh with enthusiasm, having Allah (swt) in your heart all the time, Allah (swt) always being there to help you, Ḥajj are especially for the good Muslims. The guidance from the Prophets and Imāms are a special guide for us. So, next time you say "Bismillāhir Raḥmānir Raḥīm" you can remember all of Allah's special kindnesses.

At this point, students can complete the ACTIVITY in the TASK BAR.

Lesson 3.1: Allah (swt) is ar-Rahmān & ar-Raḥīm

Allah (swt) has many attributes.

An attribute is a word that describes someone.

When we say "Bismillāhir Raḥmānir Raḥīm," we are saying "I begin in the name of Allah (swt), the All Kind, the All Merciful."

Even though ar-Raḥmān and ar-Raḥīm both mean "the All Kind," they each have a special meaning.

Allah (swt) is ar-Raḥmān= Allah (swt) has blessings everyone. He gives the world the air to breathe.

Allah (swt) is ar-Raḥīm= Allah (swt) has special blessings for Muslims, like the Qurʾān.

ALLAH IS AR-RAḤMĀN

ALLAH IS AR-RAḤĪM

ALLAH IS KIND TO EVERYONE

ALLAH IS ESPECIALLY KIND TO GOOD MUSLIMS

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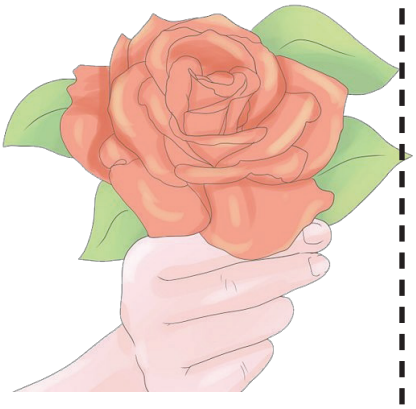
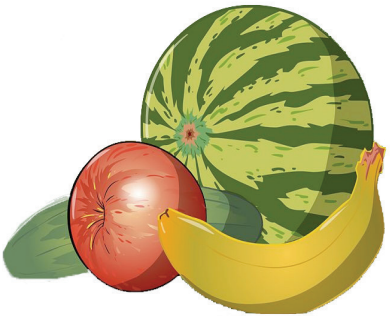
Activity 3.1a: Cut and Paste

Cut out the pictures below and paste them into the correct columns on the next page.





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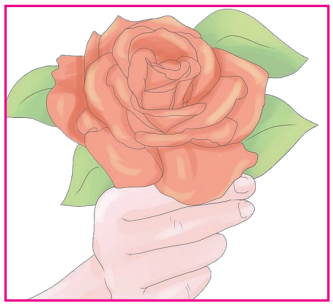
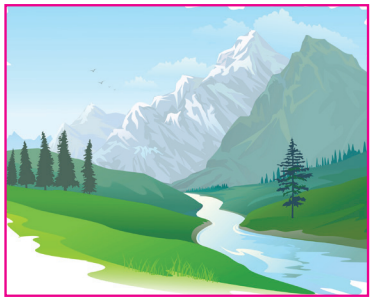
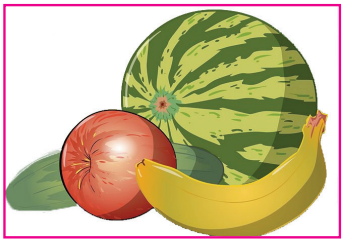
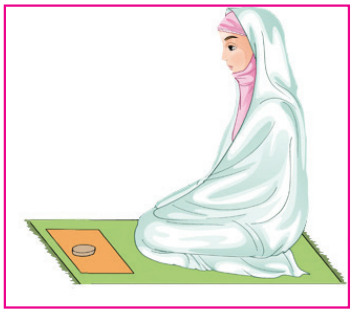
Activity 3.1a (cont'd)

Allah is ...

ar-Rahmān	ar-Raḥīm
  	

Teaching Guide 3.2: Allah (swt) is al-ʿAlīm

TASK BAR

KEY WORDS

- Al-ʿAlīm اَلْعَلِيْم

STORY TIME

Students can follow along with their teacher by turning to the Allah (swt) is al-ʻAlīm page and look at the pictures.

ACTIVITY

COLORING: Students can complete the coloring page about how they would act knowing that Allah (swt) is watching them.

In this lesson, students will explore Allah's attribute, al-ʻAlīm: Allah (swt) knows everything.

SAY: In the last lesson we learned that Allah (swt) is ar-Rahmān and ar-Raḥīm. Today, we are going to learn about another attribute of Allah (swt), that He is al-ʻAlīm. Does anyone want to guess what this might mean? (Wait for answers.)

SAY: Good ideas. Before I tell you the answer, let me read to you a little story. Please follow along as I read out loud.

Students can follow along and look at the pictures as you turn to the STORY TIME located in the TASK BAR.

SAY: Al-ʻAlīm means that Allah (swt) knows everything. Nothing can be kept a secret from Allah (swt). He knows what you shout, what you whisper, even what you think and do not say out loud. He knows when you make good choices and when you make bad choices. He knows when you are telling the truth and when you are lying. He knows when you are happy and when you are sad. He knows when you need help and He helps you. Allah's knowledge is perfect so He always makes everything perfect and does what is best for us! Even if we have a test from Allah (swt), like being sick, that's still what's best for us.

At this time, students can complete the ACTIVITY located in the TASK BAR.

Story Time 3.2: Allah (swt) is al-ʿAlīm

When you look at a tall building,
you know the builder must be very smart.
He must be an expert and know all about
its different parts.

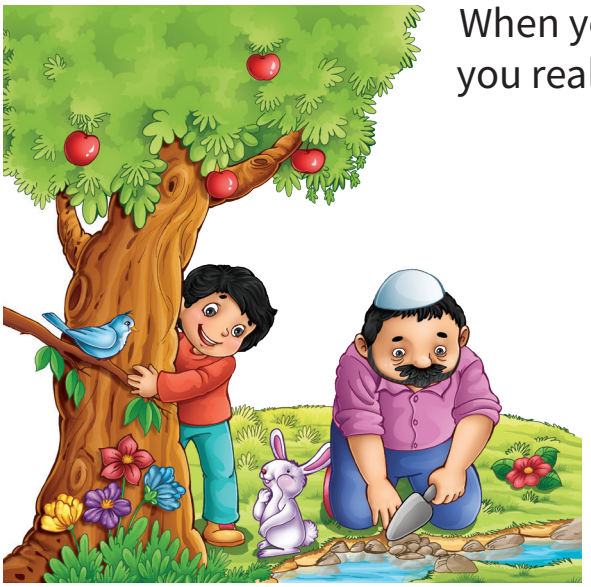
Have you ever seen how tall buildings are made?

When you see a beautiful piece of art,
you know the artist must be very smart!

Who gave painters the hands they paint with?

When you see an airplane flying high above the trees,
you know the clever engineer knows a lot about machines.

Where would you go in an airplane?



When you see a farmer busy with his planting,
you realize he must know a lot about farming.

What are some fruits a farmer grows?

But who made the birds, the trees, and the sun?
Of course Allah (swt), the Mighty, the One.
Everywhere I turn and look with my two eyes,
I try to see how Allah (swt) is the Most Wise.

What are some other things Allah (swt) has created so perfectly?

When I look in the mirror, I see how Allah (swt) made me carefully.
If my eyes were under my feet, how would I be able to see?
Allah (swt) placed my hands, legs, and eyes exactly where they should be. Thinking of every detail, He's the Most Wise, al-Ḥakīm!*

What would happen if your eyes were not on your head, but were on your hands and feet instead?

Allah (swt) gave me fingers to eat spaghetti and rice.
Allah (swt) knows everything and is the Most Wise!

Try picking up something without your thumb,
only using 4 fingers. What happens?

Allah (swt) gave me teeth to eat my meals and snacks.
The front teeth bite the food, and it gets chewed in the back.
This way, I can eat apples, chicken, and pies.
Allah (swt) knows everything, He is the Most Wise!

What are some things you eat using your teeth?

Allah (swt) gave me eyebrows so sweat doesn't drop into my eyes.
Allah (swt) knows everything; He is the Most Wise!

What games make you sweat?

Look at the stork with its extra long beak.
It can catch fish from the water, even when it's deep!
The more I look, the more I see
how Allah (swt) made the world so perfectly!

What are some other amazing and perfect things
Allah (swt) created?

Activity 3.2a: Coloring

Allah (swt) is al-ʿAlīm

Allah (swt) is al-ʿAlīm. Color “Al-ʿAlīm - The All-Knowing” below.

Teaching Guide 3.3: The Qurʾān

TASK BAR

KEY WORDS

- Sūrah سُورَة
- Āyah آيَة

SHOW N' TELL

Show students a copy of the Qurʾān, and explain how Arabic is read from right to left.

ACTIVITIES

QURʾĀN CONNECTION: Students will learn a verse about reading the Qurʾān and color the picture.

MULTIPLE CHOICE: Students can complete the worksheet by answering questions about the Qurʾān from the lesson.

Students will learn about the Qurʾān, a gift from Allah (swt).

SAY: Does anyone know where we can go if we want to hear Allah's words? (Wait for answers and ideas.)

SAY: There is a special book that Allah (swt) sent for us through Prophet Muḥammad (ṣ). Does anyone know what the name of this book is? (Wait for answers.)

SAY: The Noble Qurʾān is a very special gift from Allah (swt). It is a book in His exact words. It is a book that guides us in our life. You will probably have seen your parents or siblings reading the Qurʾān. A copy of the Noble Qurʾān might look like this.

At this time, do the SHOW N' TELL from the TASK BAR.

SAY: The Qurʾān is in Arabic and is divided into different sections. This makes it easier for us to keep track of our Qurʾān reading and memorizing.

- SŪRAH: a sūrah is like a chapter of the Qurʾān. It can be many pages long or just a few lines. There are 114 sūrahs in the Qurʾān.
- ĀYAH: an āyah is a verse of the Qurʾān. It may also be long or short. Each sūrah is made up of multiple āyahs.

SAY: The words of Allah (swt) were revealed to Prophet Muḥammad (ṣ) through Angel Jibrāʾīl. The Prophet (ṣ) then taught these words to his people who memorized them and wrote them down into what we have as the Qurʾān today.

Allah (swt) has promised us that He will look after the Qurʾān and keep it safe until the Day of Judgment. This means that the Noble Qurʾān has never changed and never will.

Students can now work on the ACTIVITIES located in the TASK BAR.

Lesson 3.3: The Qurʾān

The Noble Qurʾān is a very special gift from Allah (swt). It is a book in His exact words. It is a book that guides us in our life.

The Qurʾān is in Arabic and is divided into different sections. This makes it easier for us to keep track of our Qurʾān reading and memorizing.

- SŪRAH: a sūrah is like a chapter of the Qurʾān. It can be many pages long or just a few lines. There are 114 sūrahs in the Qurʾān.
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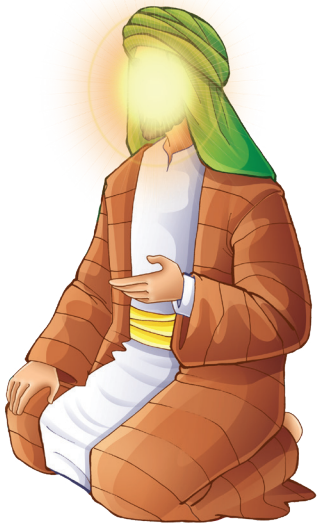


Allah (swt) has promised us that He will look after the Qurʾān and keep it safe until the Day of Judgment. This means that the Noble Qurʾān has never changed and never will.

Activity 3.3a: Qurʾān Connection

So, read as much as you can from the Qurʾān

Sūrah al-Muzzammil, Verse 20 (73:20)

﴿فَٱقْرَءُواْ مَا تَيَسَّرَ مِنَ ٱلْقُرْآنِ﴾

Faqraʿū mā tayassara minal Qurʾān

Activity 3.3b: Multiple Choice

Circle the correct answer.

1. _____ is like a chapter of the Qurʾān.
   a. Āyah
   b. Verse
   c. Sūrah
   d. Angel

2. An _____ is a verse of the Qurʾān.
   a. Āyah
   b. Revelation
   c. Sūrah
   d. Angel

3. There are ____ sūrahs in the Qurʾān.
   a. 124,000
   b. 114
   c. 5
   d. 365

4. Allah revealed the Qurʾān to _____.
   a. Prophet Muḥammad (ṣ)
   b. Prophet Ādam (ʿa)
   c. Prophet Mūsā (ʿa)
   d. Prophet Dāwūd (ʿa)

5. The Noble Qurʾān has never changed and never will.
   a. True
   b. False

CHAPTER 4:

ʿADĀLAH:
ALLAH (SWT) IS JUST

Teaching Guide 4.1: Allah (swt) is Just

TASK BAR

KEY WORDS

- ʿAdālah عَدَالَة
- Just
- Fair

STORY TIME

You can read the story about justice to the students as they follow along.

ACTIVITY

MULTIPLE CHOICE: Students can complete the worksheet by answering questions from the lesson.

In this chapter, students will learn about Allah's justice and how He is fair in everything He does.

SAY: Does Allah(swt) know everything?
(Wait for answers.)

SAY: If Allah (swt) knows everything, then could He ever do something bad for us?

SAY: Good. The second Uṣūl ad-Dīn is ʿAdālah, which means that Allah (swt) is just. Being just means that Allah (swt) is always fair and gives everyone what they deserve. He is correct in whatever He does, and He is not unfair to anyone. Even if we think something is not fair, we do not know everything; but Allah (swt) does know everything and wants what is best for us because He is our Creator.

At this time, you can complete the STORY TIME in the TASK BAR as students follow along.

At this point, students can complete the ACTIVITY in the TASK BAR.

Story Time 4.1: Allah is Just

"Maryam and Husayn, come downstairs for a surprise!" their mom called. "What do you think it could be?" Husayn asked. "I don't know, Eid is coming soon, so maybe Mom needs help with something." Maryam and Husayn rushed downstairs, and they could see their mom and dad standing outside from the window. "Come my darlings", their dad said. When they went outside, Husayn saw there was something behind them. "What's that?" he asked. "I know what it is! It's a bike!" Maryam exclaimed. "Yes, this was a very special Ramaḍan," Mom said, "We got you both bikes for Eid because Husayn fasted for the first time this Ramaḍan, and Maryam because this was your first year fasting the whole month!" "Alḥamdulilāh!" said Maryam and Husayn.

Maryam and Husayn went to look at their new bikes. They were both shiny red, but Husayn noticed that his bike was different. "What are these? Maryam's bike doesn't have them." he asked, pointing to the bottom of his bike. "Well, those are training wheels. You haven't had a bike before, you need training wheels before you know how to balance yourself." said their dad. "Why though? I want my bike to look like Maryam's!" "It's okay Husayn, my first bike had training wheels too." Maryam said. "Yeah, okay." said Husayn, but he was still sad. "Let's try the bikes!" Maryam said. They put their helmets on and rode their bikes up and down the road with their parents following behind them. Husayn felt better, but he still looked at how his sister's bike could move so easily. They stopped and took a break, resting their bikes on the ground. Husayn was still thinking about his sister's bike, so he decided to pick up. "What are you doing?" Maryam asked. Husayn tried to ride his sister's two-wheeler bike by getting on and moving one pedal, he tripped and fell onto the sidewalk. "Ouch!" Husayn yelled. "Are you okay?!" Maryam asked. Husayn's mom and dad came to see. "What happened?" Mom asked. Husayn looked down at his knee. It was bleeding. "I tried to ride Maryam's bike." He said. "It's okay, let's wash your knee first." Dad told him. They all went inside. Husayn washed his knee and put a band-aid on. "Husayn darling, why did you do that?" Mom asked. "I wanted to see what Maryam's bike was like." he replied. "We gave you that bike because it was the best bike for you. Once you're ready, we can take the training wheels off and try the two-wheeler."

"That sounds like a good idea, I should have listened," Husayn said. "It's okay, we're always learning." Mom said, "Remember this whenever Allah (swt) doesn't give you something when you want it. He gives you what you need to grow, even if you want something else." "Really?" Maryam and Husayn asked. "Yes, your mom is right." said Dad "This is a good time for us to remember Allah (swt) and His blessings. He knows what's best for us, always."

Moral of the Story: Sometimes, we think something is unfair, but we do not know the whole story.

Activity 4.1a: Multiple Choice

ʿADĀLAH

1. What does ʿAdālah mean?
   a. Allah (swt) is fair & just
   b. Allah (swt) is unfair
   c. Allah (swt) is kind
   d. Allah (swt) is one

2. Sometimes, we don't have all of the information and think things are unfair, but
   a. They are bad for us
   b. Allah (swt) might not know what's best
   c. Everything that happens is by chance
   d. They are actually what's best for us

3. Allah (swt) is just means that He is always fair.

4. What did we learn from the story of Husayn and Maryam?
   a. It is not fair that Husayn didn't get the same bike
   b. Allah (swt) gives us what is good for us
   c. Husayn's parents were unfair
   d. Husayn and Maryam should get the same gifts

5. ʿAdālah is one of the
   a. Uṣūl ad-Dīn
   b. Furūʿ ad-Dīn

CHAPTER 5:

NUBUWWAH & IMĀMAH

Teaching Guide 5.1: Nubuwwah

TASK BAR

KEY WORDS

- Prophet
- Messenger
- Nabī نَـبِيٌ
- Ādam (ʿa) آدَمُ
- Muḥammad (ṣ) مُحَمَّدٌ
- Representative

READING

Students can turn to the Prophets reading page and follow along as you read to them.

ACTIVITIES

CONNECT THE DOTS: Students will connect the dots to see how many Prophets we have.

UNSCRAMBLE THE WORDS: Students must unscramble the letters to remember the names of the first and last Prophets.

In this lesson, students will cover the third of the Uṣūl ad-Dīn, Nubuwwah, by doing a review about Prophets.

SAY: In this chapter, we are going to review what we know about Prophets. Does anyone remember who a Prophet is? (Wait for answers. Students may mention Prophet Muḥammad (ṣ) and talk about how he is an example of a Prophet, but tell them that you want to know what the word Prophet means.)

Students can follow along with the READING located in the TASK BAR.

SAY: A Prophet is someone Allah (swt) sent to guide us. The Arabic word for Prophet is Nabī. They give us guidance. From whom are the Prophets bringing this guidance? (Wait for answers.)

SAY: Good. The Prophets bring us guidance from Allah (swt). To whom are they giving this guidance? (Wait for answers.)

SAY: Good. They are guiding us so we know what Allah (swt) wants us to do and why Allah (swt) made us. Allah (swt) is so kind to us that He sent us these Prophets to help and guide us to be good Muslims. The Prophets teach us and show us how to be good people so Allah (swt) will be happy with us. Do you want Allah (swt) to be happy with you?

SAY: Does anyone want to guess how many Prophets Allah (swt) has sent us? (Wait for answers.)

SAY: Allah (swt) sent us 124,000 Prophets! Think about how many that is! It's more than hundreds. He sent Prophets to different areas of the world and different types of people to make sure that all of His people knew what they should do. The first Prophet Allah (swt) sent to us is Prophet Ādam (ʿa) and the last Prophet Allah (swt) sent to us is Prophet Muḥammad (ṣ). We will learn more about them in the lessons that follow.

At this time, students can do the ACTIVITIES found in the TASK BAR.

Prophet or Nabī is someone
who is sent by Allah (swt) to guide us.

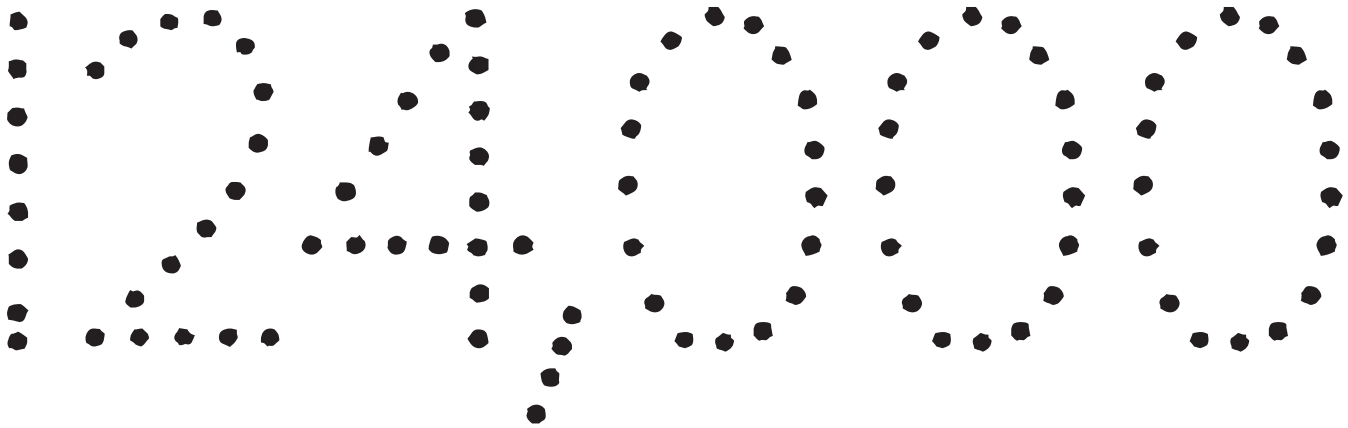
Allah (swt) has sent us 124,000 Prophets to guide us.

The first Prophet was Prophet Ādam (ʿa).

The last Prophet was Prophet Muḥammad (ṣ).

Activity 5.1a: Connect the Dots

Connect the dots to see how many Prophets we have!



Activity 5.1b: Unscramble the Words

Unscramble the words to figure out the names of the first and last Prophets. Write the answers in the blank spaces.

Unscramble this word: DĀMA

The first Prophet was

Prophet Ādam (ʿa)

Unscramble this word: UḤMAMAMD

The first Prophet was

Prophet Muḥammad (ṣ)

Teaching Guide 5.2: Imāmah

TASK BAR

READING

Students can turn to the Imāms reading page and follow along as you read to them.

FOLLOW THE LEADER ACTIVITY

Take students outdoors. Have all the students line up. The first student in line will be the leader. Explain to the students that they will have to trust their leader to perform certain instructions. All except the leader will close their eyes and put their hands on the shoulders of the person in front of them. You should separate boys from girls if there are enough students. Then give simple instructions like, "Walk around in a circle" or "Walk to the wall and then come back." The leader must "lead" the group of students to carry out the instruction and all the other students must trust the leader and follow along. Do this a few times with different leaders.

WORDWALL ACTIVITY

Match the Imām's name to the correct number.
https://tinyurl.com/3amc8enw

Students will get an in-depth look at Imāmah by reviewing the names of the 12 Imāms in this lesson.

SAY: Who remembers the fourth of the Uṣūl ad-Dīn and what it means? (Wait for answers.)

SAY: Good. The fourth of the Uṣūl ad-Dīn is Imāmah. Who remembers how many Imāms there are and who they are? (Wait for answers.)

Students can follow along with the READING located in the TASK BAR.

SAY: Yes, there are 12 Imāms. Today, we are going to learn about the Imāms. Does anyone remember what the word Imām means? (Wait for answers.)

SAY: Imām means leader. Does anyone remember, from when we learned about Imām ʿAlī (ʿa), why Allah (swt) sent us Imāms? (Wait for answers.)

SAY: Imāms are leaders that Allah (swt) has picked to guide us after Prophet Muḥammad (ṣ). Allah (swt) chose Imām ʿAlī (ʿa) to be the first teacher after our Prophet (ṣ). Do you remember what kind of person Imām ʿAlī (ʿa) had to be in order for Allah (swt) to choose him to have this very important job? (Wait for answers.)

SAY: Imām ʿAlī (ʿa) was very truthful and kind, and he always listened to Allah (swt) and never did anything to displease Allah (swt). This is why he was the best person to be the Imām.

At this time, do the FOLLOW THE LEADER ACTIVITY in the TASK BAR to emphasize characteristics of a good leader.

SAY: What did the activity show us about the need to be a good leader? (Wait for answers.)

SAY: Our Imāms are leaders of all people. They represent Allah's message on earth for us to follow. They are very special people that we should respect and love because of their closeness to Allah (swt). There are 11 more Imāms after Imām ʿAlī (ʿa). Does anyone remember who the next two are? I will give you a hint: they were also under the kisāʾ, or cloak, with the Prophet (ṣ)! (Wait for answers until Imām Ḥasan (ʿa) and Imām Ḥusayn (ʿa) are mentioned.)

TASK BAR

GAME TIME

Students will play the NAME GAME with the names of the Imāms. Each person will be given the name of one Imām. They will sit in a circle or a line in order from the first Imām to the last Imām. If there are more than 12 people in the class, then there can be 2 rounds where you start with the first Imām again. If there are less than 12 students then some people will have to say the name of 2 Imāms. Each will say the name of the Imāms in order a few times for practice. Then the teacher points to a student and they have to name all of the Imāms in order. This gives students a chance to practice saying the names and knowing them in order.

ACTIVITIES

WORKSHEETS: In the first worksheet, students will draw 12 flags on the ship to represent the 12 Imāms. In the other worksheets, they will figure out the names of the first and last Imāms and match the Imāms with their numbers.

SAY: Good. Imām Ḥasan (ʿa) is the second Imām and Imām Ḥusayn (ʿa) is the third Imām. They are the sons of Imām ʿAlī (ʿa). After Imām Ḥusayn (ʿa), his son became Imām and this continued, son after son until our 12th and last Imām, who is still living today. All of our Imāms are similar to one another. Being truthful, kind, and always listening to Allah (swt) are some of the reasons why Allah (swt) chose them. Let's learn their names in order and then we can play a game to help us remember!

Repeat each name after me:

1. Imām ʿAlī (ʿa)
2. Imām Ḥasan (ʿa)
3. Imām Ḥusayn (ʿa)
4. Imām Zaynul ʿĀbidīn as-Sajjād (ʿa)
5. Imām Muḥammad al-Bāqir (ʿa)
6. Imām Jaʿfar aṣ-Ṣādiq (ʿa)
7. Imām Mūsā al-Kāẓim (ʿa)
8. Imām ʿAlī ar-Riḍā (ʿa)
9. Imām Muḥammad at-Taqī al-Jawād (ʿa)
10. Imām ʿAlī an-Naqī al-Hādī (ʿa)
11. Imām Ḥasan al-ʿAskarī (ʿa)
12. Imām Muḥammad al-Mahdī (ʿaj)

Please remember to check for proper Arabic pronunciation. For example, students should say "Imām ar-Riḍā (ʿa)" not "Riza."

At this time, do the WORDWALL ACTIVITY and GAME TIME located in the TASK BAR.

As a wrap-up, students can complete the ACTIVITIES located in the TASK BAR.

Lesson 5.2: Imāmah

Imāms are the leaders sent by Allah (swt) who guide us after Prophet Muḥammad (ṣ).

There are 12 Imāms.

The first Imām is Imām ʿAlī (ʿa).

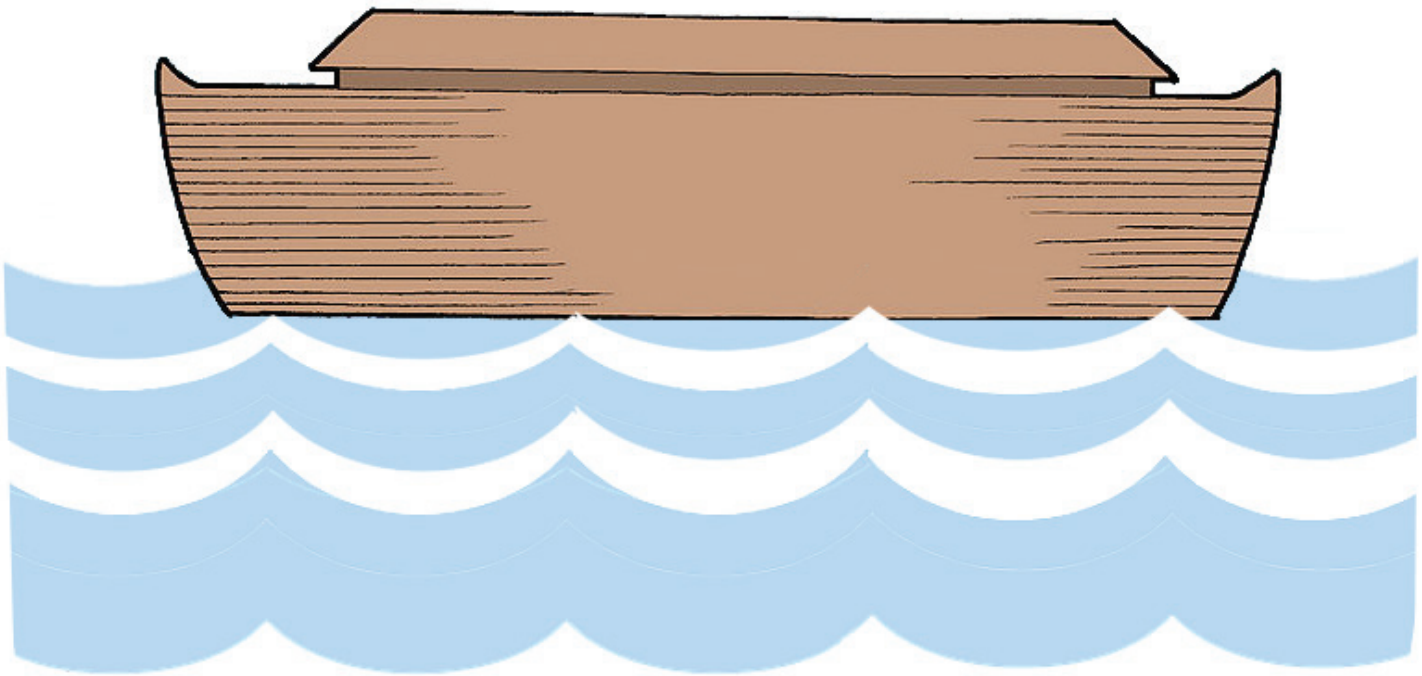
The last Imām is Imām al-Mahdī (ʿaj), who is our present Imām and is still living. May Allah (swt) protect him.

The 12 Imāms are:

1. Imām ʿAlī (ʿa)
2. Imām Ḥasan (ʿa)
3. Imām Ḥusayn (ʿa)
4. Imām Zaynul ʿĀbidīn (ʿa)
5. Imām Muḥammad al-Bāqir (ʿa)
6. Imām Jaʿfar aṣ-Ṣādiq (ʿa)
7. Imām Mūsā al-Kaẓim (ʿa)
8. Imām ʿAlī ar-Riḍā (ʿa)
9. Imām Muḥammad at-Taqī al-Jawād (ʿa)
10. Imām ʿAlī al-Hādī an-Naqī (ʿa)
11. Imām Ḥasan al-ʿAskarī(ʿa)
12. Imām Muḥammad al-Mahdī (ʿaj)

Activity 5.2a: Draw the Flags

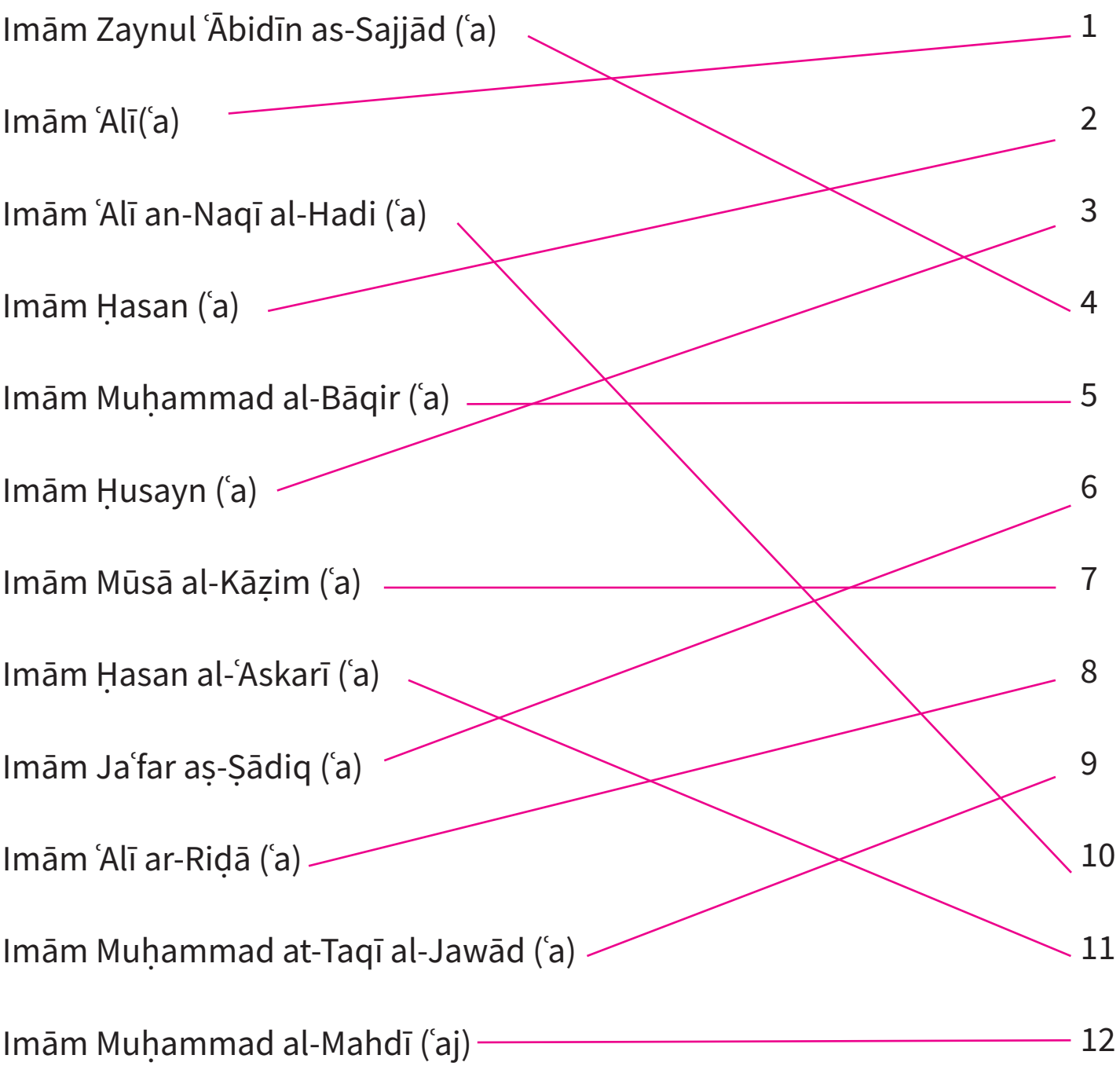
Draw 12 flags on the ship below, one for each of the 12 Imāms.



"The Ahlul Bayt (ʿa) are like the ship of Prophet Nūḥ (ʿa). Whoever gets on it will be saved, and whoever doesn't will drown."

Activity 5.2b: Number the Imāms

Match the Imām's name to the correct number.



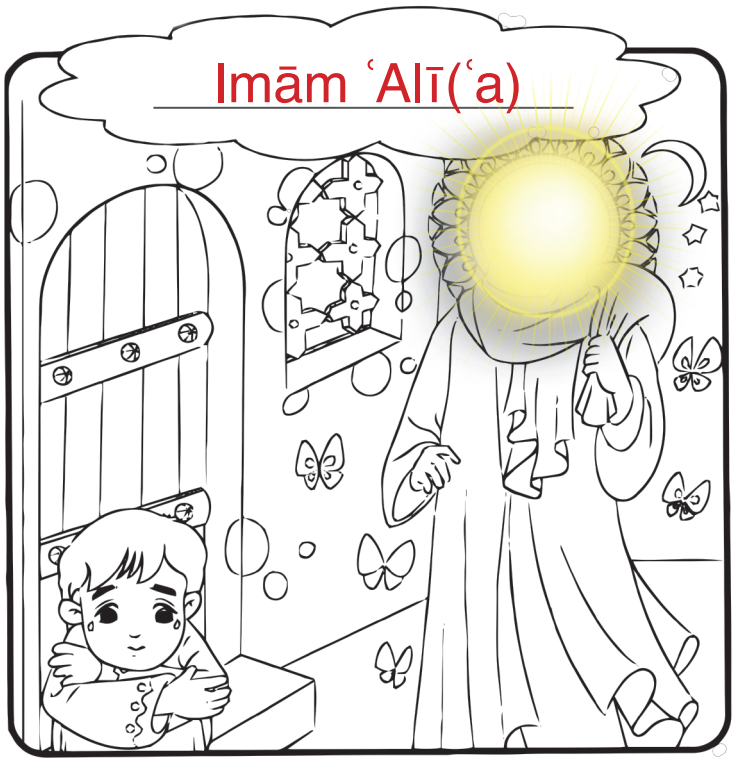
Activity 5.2c: Wordsearch

FIRST IMĀM

Find the letters: **I M A M - A L I** in the word search below.

A	H	I	M	W	K
I	L	A	A	K	A
X	H	H	M	H	O
G	D	X	I	G	G
X	A	M	V	E	U

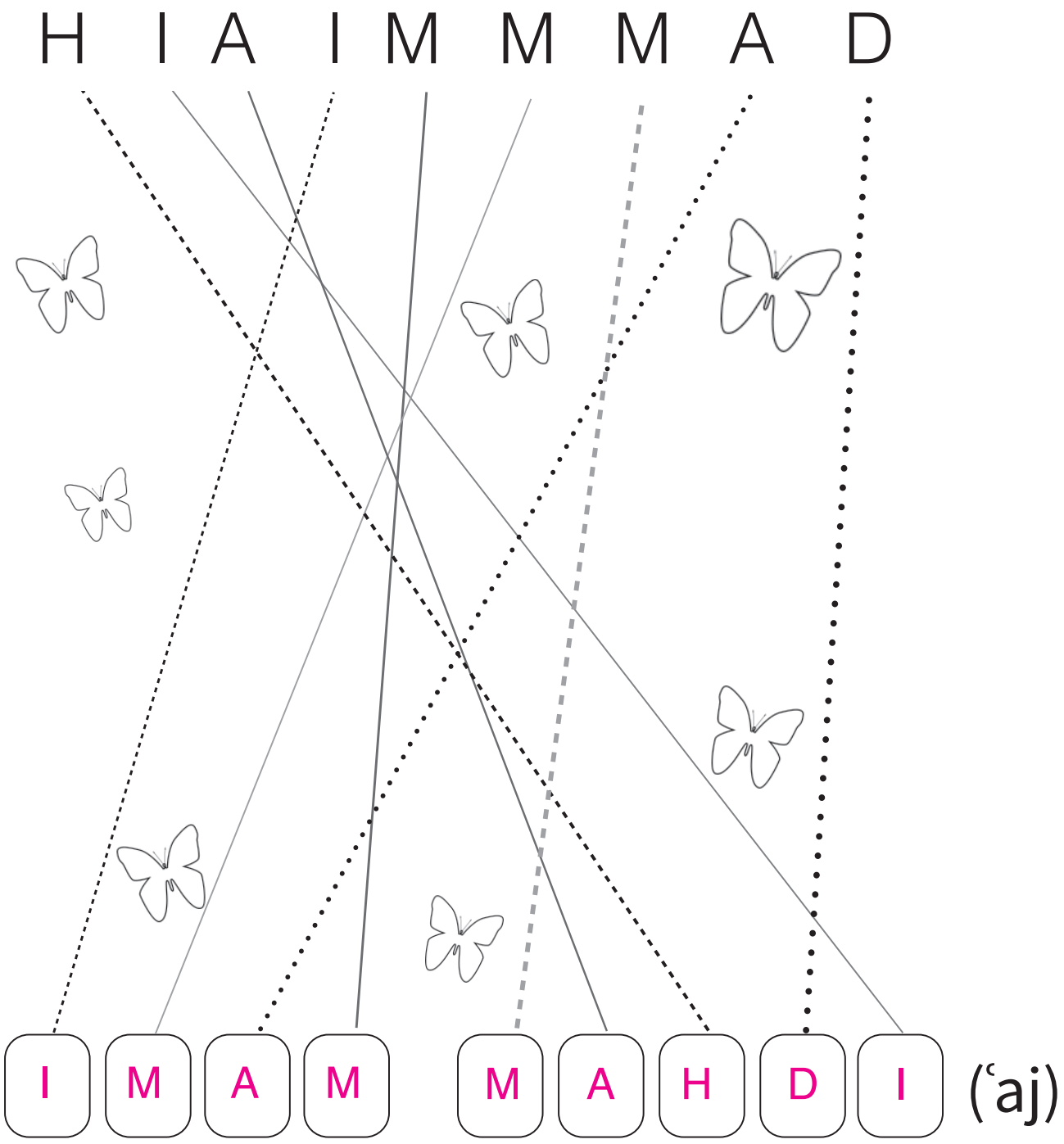
Who is our first Imām?



Activity 5.2d: Unscramble the Letters

LAST IMĀM

Unscramble the letters by following the lines to find out who this person is.



Teaching Guide 5.3: The Living Imām (ʿaj)

TASK BAR

READING

As you read, students can follow along on the awareness of the 12th Imām (ʿaj) reading page.

GAME TIME

Pick one student to "hide." Have all the other students close their eyes. Then help the student find a good place to hide, preferably in a place where the student hiding can still peek and see the other students, but the other students cannot see him or her. Then have the students open their eyes. Have the students look around the room with their eyes, without moving from their spots. Then have them say a secret word. Then have the hiding student come out and ask him what the secret word is. This shows that even when someone is hidden, they can still hear and see you.

ACTIVITIES

WORKSHEETS: In the first worksheet, students will circle the things they should do as a follower of the Imām (ʿaj). In the second worksheet, they will write a letter to the Imām (ʿaj).

In this lesson, students will learn how to be more aware of our 12th Imām (ʿaj).Students can follow along with the READING located in the TASK BAR.

SAY: Who remembers the name of our living Imām (ʿaj)? (Wait for answers until Imām Muḥammad al-Mahdī (ʿaj) is mentioned.)

SAY: Good! His name is Muḥammad, just like the Prophet's name! Does anyone know what "al-Mahdī" means? As a hint, the word comes from hudā, which means guidance. (Wait for answers.)

SAY: Good! The title al-Mahdī means "the guided one" and it is one of his titles. Who is he guided by? (Wait for answers.)

SAY: Our 12th Imām (ʿaj) is called "al-Mahdī" because he is guided by Allah (swt) alone. One day, the Prophet (ṣ) told Imām ʿAlī (ʿa), "The title 'al-Mahdī' has been given to our 12th Imām (ʿaj) because he will guide people toward Allah (swt)." We follow Imām al-Mahdī (ʿaj) because he is the only living person who follows everything Allah (swt) says. He can show us how to be the best of Muslims. What is special or different about Imām al-Mahdī (ʿaj)? (Wait for answers.)

SAY: Good. All of the other Imāms have passed away or returned to Allah (swt), but Imām al-Mahdī (ʿaj) is still living on Earth with us! This is because Allah (swt) does not want to leave people without a leader on Earth. However, our Imām (ʿaj) did not have enough companions to help him and was in danger. So, to protect him, Allah (swt) placed him in hiding. He is like the sun that is behind the clouds! Sometimes we cannot see the sun, but we can still feel its warmth. We cannot see him, but he can see us and hear us. Let's play a little game to see what I mean!

At this time, do the GAME TIME located in the TASK BAR.

SAY: What did the activity show us? (Wait for answers.)

SAY: The activity showed us that even if someone is hidden, they can still hear us and see us. Imām al-Mahdī (ʿaj) is hidden from us. He is hidden from us because he is waiting for Muslims to do good so they can become his friends and help him. When Allah (swt) decides, Imām al-Mahdī (ʿaj) will appear and not be hidden from us anymore and he will lead the way to make a perfect world for us to live in. What kinds of things make a person a good Muslim? (Wait for answers.)

SAY: Good. Praying, fasting, reading Qurʾān, being nice to people, sharing and being grateful are all things a good Muslim does. Allah (swt) can see us all the time. Did you know Allah (swt) also allows Imām al-Mahdī (ʿaj) to know if we have made good or poor choices? So remember, we should always do things that Allah (swt) would be pleased with so that we can be good followers of Imām al-Mahdī (ʿaj). It's good to say "ʿajjalallāhu Farajah" after we say his name. Does anyone remember what that means? (Wait for answers.)

SAY: Good. It means "May Allah (swt) let him appear to us quickly." (Please note this is an approximate translation)

At this time, you can do the ACTIVITIES, located in the TASK BAR.

Lesson 5.3: The Living Imām (ʿaj)

Our 12th Imām is Imām al-Mahdī (ʿaj).

The title “al-Mahdī” means “the Guided One.”

One day, the Prophet (ṣ) told Imām ʿAlī (ʿa):

> The title ‘al-Mahdī’ has been given to our 12th Imām (ʿaj) because he will guide people toward Allah.

Imām al-Mahdī (ʿaj) is still living, but is hidden from our sight by the mercy of Allah (swt). We should always pray to Allah (swt) for his reappearance because he loves us and he will make the world better.

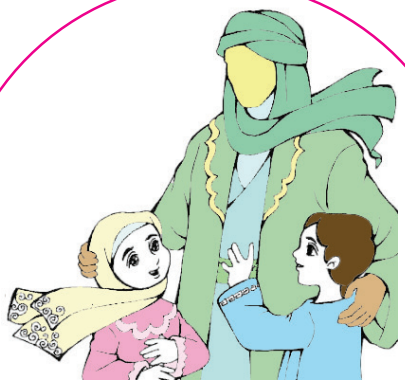
How do we pray for his reappearance?

We say “ʿajjalallāhu farajah,” (May Allah (swt) let him appear to us quickly) after his name to pray for his quick appearance. We are all waiting for him to return.

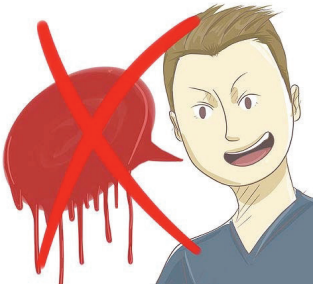
We have to try our best to be good Muslims, so that we can be one of the Imām’s closest followers. Then when he returns, we can help him spread peace.

Activity 5.3a: A Follower of Imām (ʿaj)

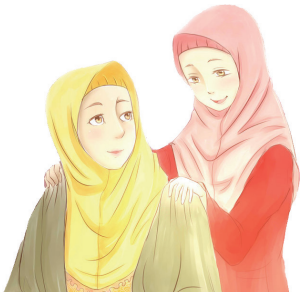
Circle all the things you would do as a follower of our Imām, Imām al-Mahdī (ʿaj).



Love and follow the Imām (ʿaj)



Use bad language



Have good akhlāq

Pray on time

Help the needy

Activity 5.3b: Letter to Imām al-Mahdī (ʿaj)

Date:

Dear Imām al-Mahdī (ʿaj),

Salāmun ʿalaykum! With this signature of mine, I promise that I will try my best to keep you happy by:

- Respecting my mom and dad
- Praying on time
- Helping others and being kind to them

With duʿās and love,

_____

CHAPTER 6:

QIYĀMAH

Teaching Guide 6.1: Angels

TASK BAR

STORY TIME

Students can turn to the storytime of the two angels and follow along as you read to them.

ACTIVITIES

QUR'ĀN CONNECTION: You can read the āyah to the students. Try to make up a story around the picture to have them connect.

COLORING: Students will color the picture related to the āyah as they practice reciting it.

WORKSHEET: Students must draw good deeds on the right shoulder and bad deeds on the left shoulder that the angels write down.

In this lesson, students will take a deeper look at the fifth of the Uṣūl ad-Dīn, Qiyāmah. Students will learn that Qiyāmah is the Day of Judgement, and about the two angels that write down our deeds. They will learn that they are accountable for their actions.

SAY: Does anyone remember what the 5th Uṣūl ad-Dīn is?
(Wait for answers.)

SAY: Good. The 5th Uṣūl ad-Dīn, Qiyāmah, is the Day of Judgment. What will Allah (swt) judge us for on the Day of Judgment? (Wait for answers.)

SAY: On the Day of Judgment, Allah (swt) will remind everyone of their good deeds. They will be happy and be rewarded for them in special ways. They will also be reminded of their poor choices; for these, they will feel sorry and will have to answer for them. Do you know that Allah (swt) created special angels on our right and left shoulders who write down what we do every day?

At this time, you can complete the STORY TIME, and then go through the rest of the ACTIVITIES in the TASK BAR.

Story Time 6.1: The Two Angels

One day, the Prophet (ṣ) was telling his friends about two special angels. One angel sits on your right shoulder, and the other one sits on your left shoulder.

He said, “Every time you even think of doing something good, the angel on your right shoulder writes down thawāb (reward) for you. And every time you actually do a good deed, Allah (swt) orders the angel to write down 10 times the thawāb (reward) for you.”

He continued, “The angel on your left shoulder is responsible for writing down your poor choices. However, Allah (swt) is so kind that when you do something bad, He tells the angel not to write it down for 7 hours because maybe you will feel sorry and ask Allah (swt) for forgiveness.”

The angels are with you at all times! They are there when you’re sleeping, when you’re awake, when you’re a guest, when you’re reading Qurʾān, and when you’re eating food. So, our good deeds will never go unrewarded because the angels are always there to write them down for us!

Activity 6.1a: Qurʾān Connection

The Two Angels

وَإِنَّ عَلَيْكُمْ لَحٰفِظِينَ ۝١٠ كِرَامًا كٰتِبِينَ ۝١١ يَعْلَمُونَ مَا تَفْعَلُونَ ۝١٢

Surely, you have protectors (angels) watching over you. Those protectors are noble writers. They know everything you do.

Sūrah al-Infiṭār, Verses 10-12

Activity 6.1b: Coloring

"SURELY, YOU HAVE PROTECTORS (ANGELS) WATCHING OVER YOU. THOSE PROTECTORS ARE NOBLE WRITERS. THEY KNOW EVERYTHING YOU DO."

Sūrah al-Infiṭār, Verses 10-12

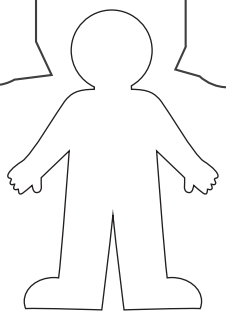
Activity 6.1c: Drawing our Deeds

Our Deeds

On your right shoulder, draw pictures of some good deeds you do that your angel writes down. Then, on your left shoulder, draw pictures of some bad deeds you might do that your angel writes down. Then cross out the left side, and make a promise to yourself that you will try not to do any more bad deeds.

Left Shoulder

Right Shoulder



CHAPTER 7:

ALLAH'S CREATIONS & THEIR JOBS

Teaching Guide 7.1: Angels & Jinns

TASK BAR

KEY WORDS

- Angels
- Jinns جِنّ
- Iblīs إِبْلِيسْ
- Shayṭān شَيْطَانْ
- Insān انسَان

READING

Students can follow along with their teacher by turning to the Angels & Jinns reading page.

ACTIVITY

MULTIPLE CHOICE: Students will answer questions about the reading.

In this lesson, students will learn about two of Allah's creations, the angels and jinns.

SAY: Besides humans, can you tell me about any of Allah's other creations? (Wait for answers such as animals, plants, the sun and moon.)

Students can then turn to the READING for this lesson, located in the TASK BAR.

SAY: Good. Before Allah (swt) made humans, He made everything else. He made the sun, the moon, the sky, the earth, the animals, and the trees. He also made two types of creatures called angels and jinns. Can anyone tell me what angels are and what they do? (Again wait and listen for ideas.)

SAY: Good. Angels are Allah's special servants and they do everything He orders. They never say no to Allah (swt) and will always listen to Him with happiness. Most of the time, we cannot see angels with our eyes. So, the angels you see in this book are just pictures, they don't actually look like that. Each angel has a special job. For example, every person has an angel that sits on his/her right shoulder and an angel that sits on the left shoulder. The one on the right has the job of writing down every good deed we do and the one on the left has the job of writing down every bad thing we do.

SAY: Another creation of Allah (swt) are jinns. Jinns are different from angels; they are actually a little bit like humans because they have the ability to make their own decisions. Allah (swt) made the jinns from fire. Some jinns are good and listen to Allah (swt), and some jinns are bad and do not listen to Allah (swt). Does anyone know who Iblīs, who we sometimes call Shayṭān, is? Is he an angel or a jinn? (Wait and listen for ideas.)

SAY: Iblīs or Shayṭān is a jinn. We are going to learn more about him in another lesson.

At this time, students can complete the ACTIVITY located in the TASK BAR.

Lesson 7.1: Angels & Jinns

Before Allah (swt) made human beings, He made everything else:

- the sun and the moon
- the sky
- the earth
- the animals
- the trees
- the angels
- the jinns

The angels are creations made by Allah (swt) that do everything He asks them to do. They all do different things, some of them spend their whole lives praying to Allah (swt). Some of them, like Angel Jabrāʾīl, have special jobs. Angel Jabrāʾīl brought the āyahs of the Qurʾān to Prophet Muḥammad (ṣ).

Just like us, jinns also have to make choices. Some are good and listen to Allah (swt), and some are bad and do not listen to Allah (swt).

Iblīs was a very good jinn. He used to live with the angels in Heaven. Iblīs used to pray to Allah (swt) all the time. Then, Allah (swt) created the first human being, Prophet Ādam (ʿa), and asked all the angels and Iblīs to bow down to him. Unfortunately, Iblīs made a bad choice and decided not to bow down. Because he did not listen to Allah (swt), Allah (swt) removed him from Heaven.

Allah (swt) made jinns from fire.
He made human beings from clay.

Activity 7.1a: Multiple Choice

Answer the following questions.

1. Before Allah (swt) made humans, he made
   a. The sun
   b. Angels
   c. Jinns
   d. All of the above

2. Iblīs is a
   a. Human
   b. Jinn
   c. Monster
   d. Bug

3. Allah (swt) made jinns from
   a. Fire
   b. Water
   c. Leaves
   d. Play-doh

4. Angels do whatever Allah (swt) tells them to do.
   a. True
   b. False

5. All jinns are bad.
   a. True
   b. False

Lesson 7.2: Humans (Insān)

Insān, or humans, can be good or bad depending on whether or not they listen to Allah (swt), just like jinns. For this reason, we, the insān, have the chance to be even better than angels! angels always do what Allah (swt) says, but insān have the choice to do good or bad. If we choose to only do good, we will be even better than the angels.

The first man Allah (swt) created was Prophet Ādam (ʿa). Allah (swt) told everyone in the heavens to bow down and do sajdah to Prophet Ādam (ʿa). The angels listened to Allah (swt) and bowed to Prophet Ādam (ʿa), but Iblīs, who used to live with the angels, did not listen to Allah (swt). He said that he was a jinn made from fire and was better than Prophet Ādam (ʿa), so he would not bow down to him.

Iblīs was very bad because he did not listen to Allah (swt) and didn't ask for forgiveness. So, Allah (swt) told Iblīs that he was not allowed to live in the heavens anymore and that he would be punished.

We must always listen to Allah (swt) and be good Muslim children, so that we can make Allah (swt) happy and go to Heaven.

Activity 7.2a: Drawing Good Deeds

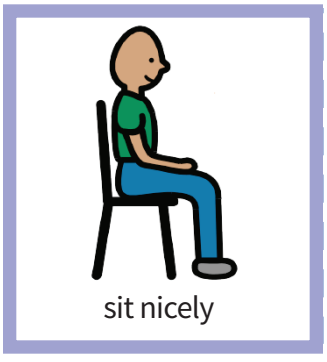
In the box, draw some good deeds you can do that will please Allah (swt).

End of Unit: Good Choices & Poor Choices

Below are pictures of different actions. Which ones are good choices and which ones are poor choices? Let your teacher know for the Good Deed Experiment.

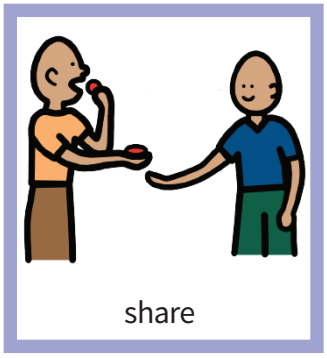
listening ears

walking feet


sit nicely

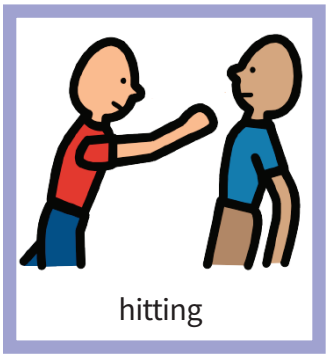
help others

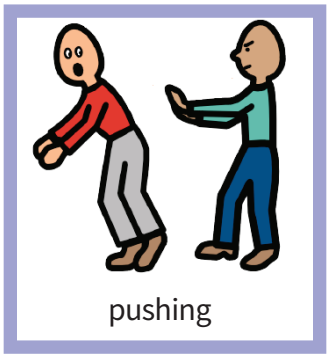
quiet voice

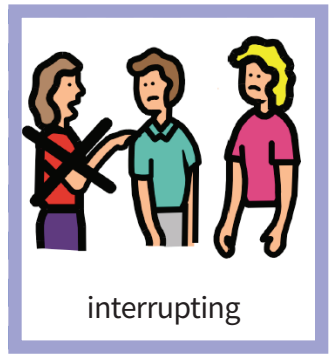

share

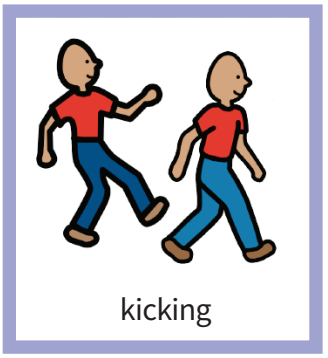
raise your hand

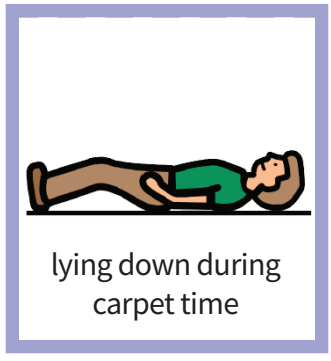
play safe

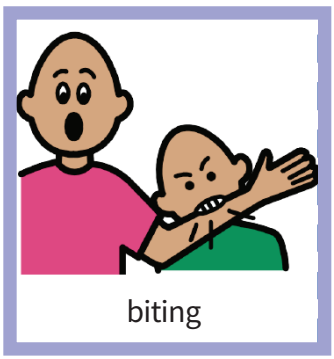

hitting

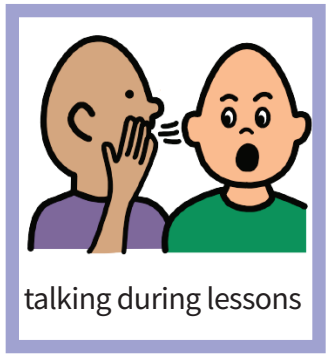

pushing

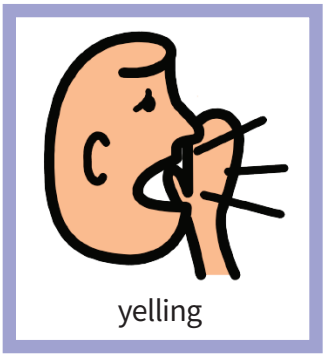

interrupting


kicking


lying down during carpet time


biting


talking during lessons


yelling

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FIQH
(ISLAMIC LAWS)

CHAPTER 1:

FURŪʿ AD-DĪN

Teaching Guide 1.1: Furūʿ ad-Dīn

TASK BAR

READING
Students can follow along on the Furūʿ ad-Dīn reading page.

LEARNING AID
Use the hand gestures on the next page to help students memorize the Furūʿ ad-Dīn and their meanings.

GAME TIME
In this game, you will mention different concepts and acts in Islam, such as Tawḥīd, ʿAdālah, Prayer, Fasting, etc. Students should go to one side of the room if it is an Uṣūl ad-Dīn that you mention, or another side of the room if it is a Furūʿ ad-Dīn that you mention, and stay in the middle of the classroom if it is neither.

ACTIVITIES
MATCHING: Students will match the Furūʿ ad-Dīn to their pictures.

MULTIPLE CHOICE: Students will circle the correct answer for each question.

CUT & PASTE: Students will cut out the Uṣūl ad-Dīn and Furūʿ ad-Dīn pictures and paste them in the correct spots in order.

In this lesson, students will also learn that there are Branches of Religion, or Furūʿ ad-Dīn, in order to build upon what they learned in the last lesson. Students can follow along with the READING located in the TASK BAR and in their book.

SAY: Earlier, we learned about the Uṣūl ad-Dīn. Does anyone remember how many Roots of Religion there are? Can you name them all? (Wait for answers.)

SAY: Good. There are 5 Roots of Religion. Today, we are going to learn about the Furūʿ ad-Dīn. We learned that the Roots of Religion are those that are on the inside and that every Muslim should believe in them. It is hard to see by just looking at a person if they believe in the Roots of Religion, but the Furūʿ ad-Dīn are different. What part of a tree can you see? (Wait for answers.)

SAY: Good. The branches of the tree are something you can see and are not hidden like the roots. Furūʿ ad-Dīn are the Branches of Religion. The branches cannot live without the roots, because the roots are what bring water and nutrients to the branches. The Furūʿ ad-Dīn are acts Muslims do after understanding the Uṣūl ad-Dīn. There are 10 Branches of Religion or Furūʿ ad-Dīn. I will tell you what they are now in Arabic and its meaning in English.

Read the following 10 Furūʿ ad-Dīn to the students with the English meaning. Be sure to use the LEARNING AID located in the TASK BAR. Elaborate on the meaning wherever you deem necessary. Then have students repeat the words after you.

Ṣalāh	(Praying 5 times a day)
Ṣawm	(Fasting)
Ḥajj	(Going to Mecca for pilgrimage)
Zakāt	(Giving charity on certain items
Khums	(Giving one-fifth of your savings to your marjaʿ to be divided in a special way)
Jihād	(Struggling and defending in the way of Allah)
Amr bil maʿrūf	(Guiding others to do good)
Nahy ʿanil munkar	(Stopping others from doing bad)
Tawallī	(Loving and following the teachings of the 14 Maʿṣūmīn)
Tabarrī	(Staying away from the enemies of the 14 Maʿṣūmīn and their teachings)

NOTE: Even though it is common for tawallī and tabarrī to be pronounced as tawallā and tabarrā, the correct Arabic pronunciation is tawallī and tabarrī (with an ī not an ā).

SAY: Just like the branches of a tree, the Furūʿ ad-Dīn are things a Muslim does to worship Allah (swt) and show their understanding of the Uṣūl ad-Dīn. If their belief in the Usūl or roots are weak or dead, their Furūʿ or branches will be dead or without meaning as well. However, the branches of a tree are very important to a tree as well, and without them, a tree would not be complete. Without the Furūʿ ad-Dīn, a Muslim is also not complete.

At this time, students can work on the GAME TIME and ACTIVITIES located in the TASK BAR.

Lesson 1.1: Furūʿ ad-Dīn

Furū ʿad-Dīn
The Branches of Religion

As Muslims, we do these acts of worship when we have understood the Roots of Religion (the Uṣūl ad-Dīn).

1.	Ṣalāh	Praying five times a day
2.	Ṣawm	Fasting
3.	Ḥajj	Performing the pilgrimage in Mecca
4.	Zakāt	Giving charity on certain items
5.	Khums	Giving one-fifth of your savings to your marjaʿ to be divided in a special way
6.	Jihād	Struggling and defending in the way of Allah
7.	Amr bil maʻrūf	Guiding others to do good
8.	Nahy ʿanil munkar	Stopping others from doing bad
9.	Tawallī	Loving and following the teachings of the 14 Maʿṣūmīn
10.	Tabarrī	Disliking and staying away from the enemies of the 14 Maʿṣūmīn and their teachings

Learning Aid 1.1

1
Pray

2
No eating/drinking

3
Make a small Kaʿbah

4
Make money symbol

5
Show 1/5

6
Pretend to struggle

7
Invite to Allah

8
Stop from bad

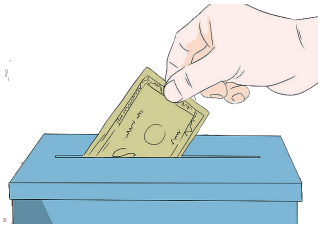
9
Make a heart

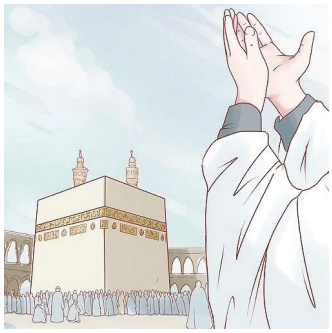
10
Make an X

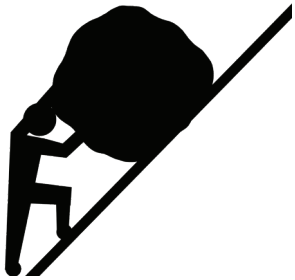
Activity 1.1a: Matching

Match the Furūʿ ad-Dīn with their pictures.

1. Ṣalāh
2. Ṣawm
3. Ḥajj
4. Zakāt
5. Khums
6. Jihād
7. Amr bil maʿrūf
8. Nahy ʿanil munkar
9. Tawallī
10. Tabarrī







Activity 1.1b: Multiple Choice

Circle the correct answer.

1. What does Furūʿ ad-Dīn mean
   a. Branches of Religion
   b. Roots of Religion
   c. Leaves of Religion

2. How many Furūʿ ad-Dīn are there
   a. 1
   b. 10
   c. 1 million

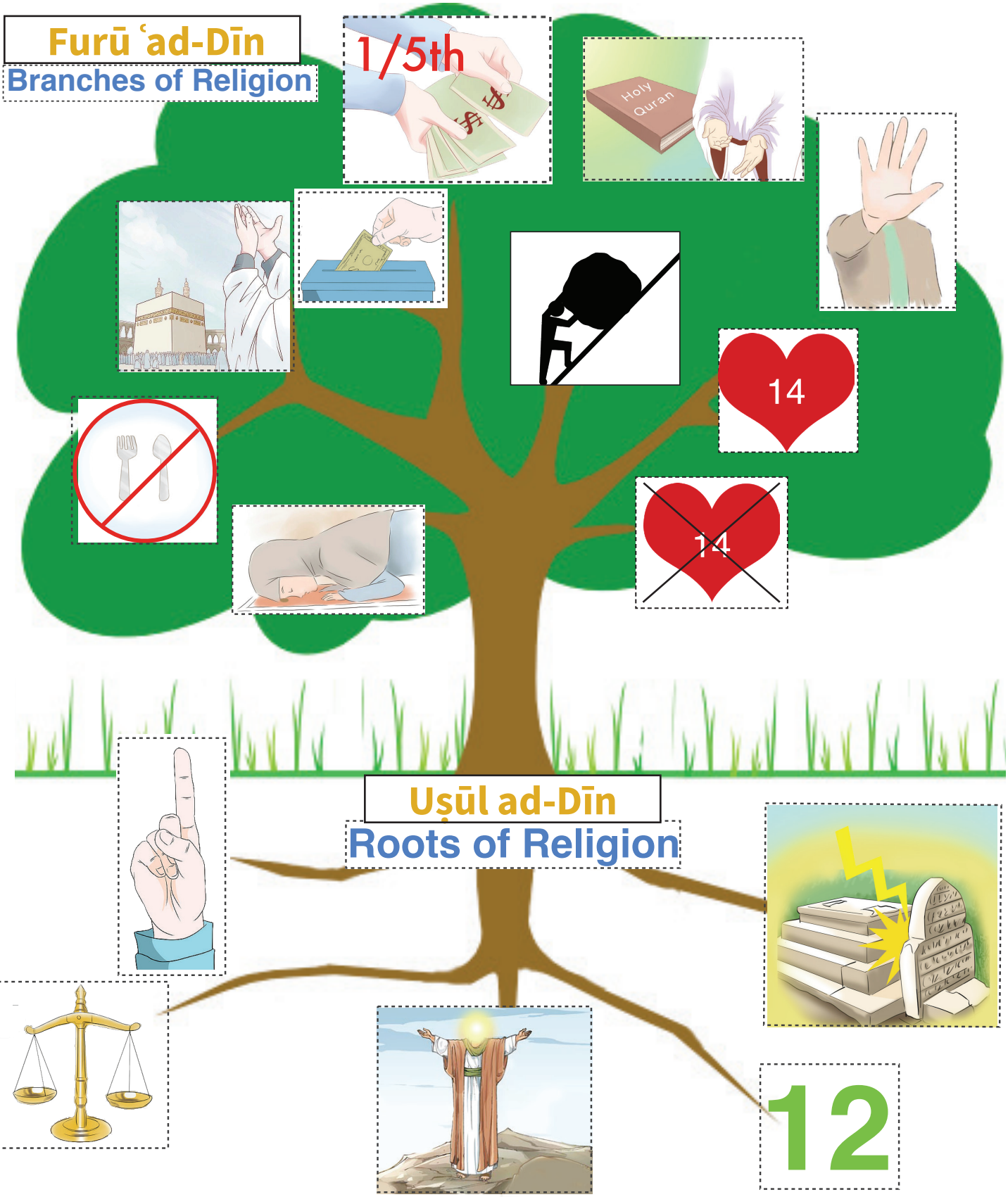
3. We do these acts of worship when we have understood the Uṣūl ad-Dīn, or the _____.
   a. Branches of Religion
   b. Roots of Religion
   c. Leaves of Religion

4. _____ is when we pray 5 times a day.
   a. Ṣalāh
   b. Ṣawm
   c. Ḥajj

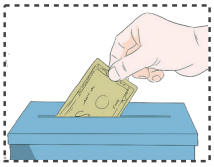
5. _____ means guiding others to do good.
   a. Khums
   b. Jihād
   c. Amr bil maʿrūf

Activity 1.1c: Cut & Paste

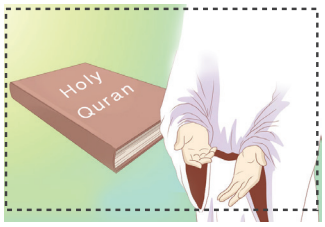
Cut out the pictures from the next page and paste them in the correct place.



Activity 1.1c (cont'd)

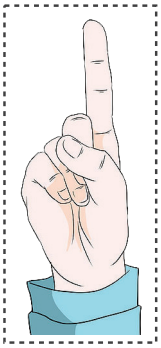


Roots of Religion

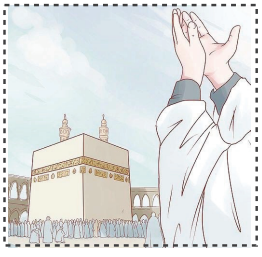


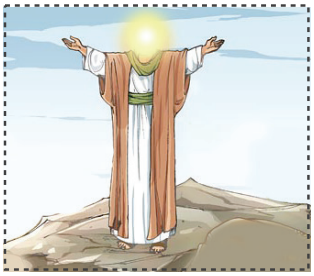
12

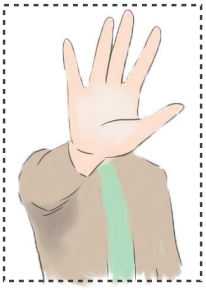
Furū ʿad-Dīn

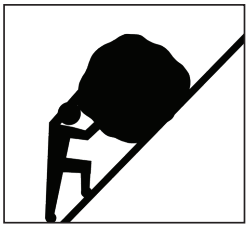


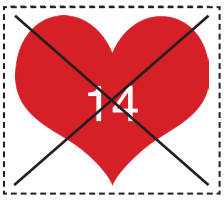
Uṣūl ad-Dīn











Branches of Religion

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CHAPTER 2:

FIQH TERMINOLOGY

Teaching Guide 2.1: Fiqh Terminology

TASK BAR

KEY WORDS

- Wājib وَاجِبْ
- Ḥarām حَرَامْ

READING

Students can turn to the Fiqh Terminology reading page and follow along.

ART EXTENSION

As a class, create a poster with two sections: wājib and ḥarām. Under each section, brainstorm acts that fall under each category.

ACTIVITIES

WORKSHEETS: Students will identify the things that are wājib and ḥarām.

In this lesson, students will learn about important vocabulary before going into specific laws of Fiqh.

SAY: In today's lesson, we will learn important vocabulary words that will help us understand Allah's laws for us when we worship Him. All of the actions we do are sorted into one of five categories. Today, we are going to learn about two categories: wājib and ḥarām. Does anyone know what any of these words mean? (Wait for ideas.)

At this time, students can turn to the READING, located in the TASK BAR, to follow along with you.

SAY: Wājib means that it is something you have to do. Allah (swt) will be happy if you do them and He will be unhappy if you do not do it. For example, offering ṣalāh is wājib. There are many other things that are wājib. Can you think of anything? (Wait for answers.)

SAY: Good. Being kind to your parents, wearing ḥijab in front of non-maḥram when you are bāligh, fasting, and going to Ḥajj are some examples of wājib things that must be done if one is Muslim. Let's move on to the next word, ḥarām. Does anyone know what ḥarām means? (Wait for ideas.)

SAY: Ḥarām is the opposite of wājib. Ḥarām means something you should never do, and if you do it, Allah (swt) will be unhappy with you. Can you think of some examples? (Wait for ideas.)

SAY: Good. An example of something that is ḥarām is stealing. Other things that are ḥarām are eating non-ḥalāl meat, lying, and disrespecting your parents.

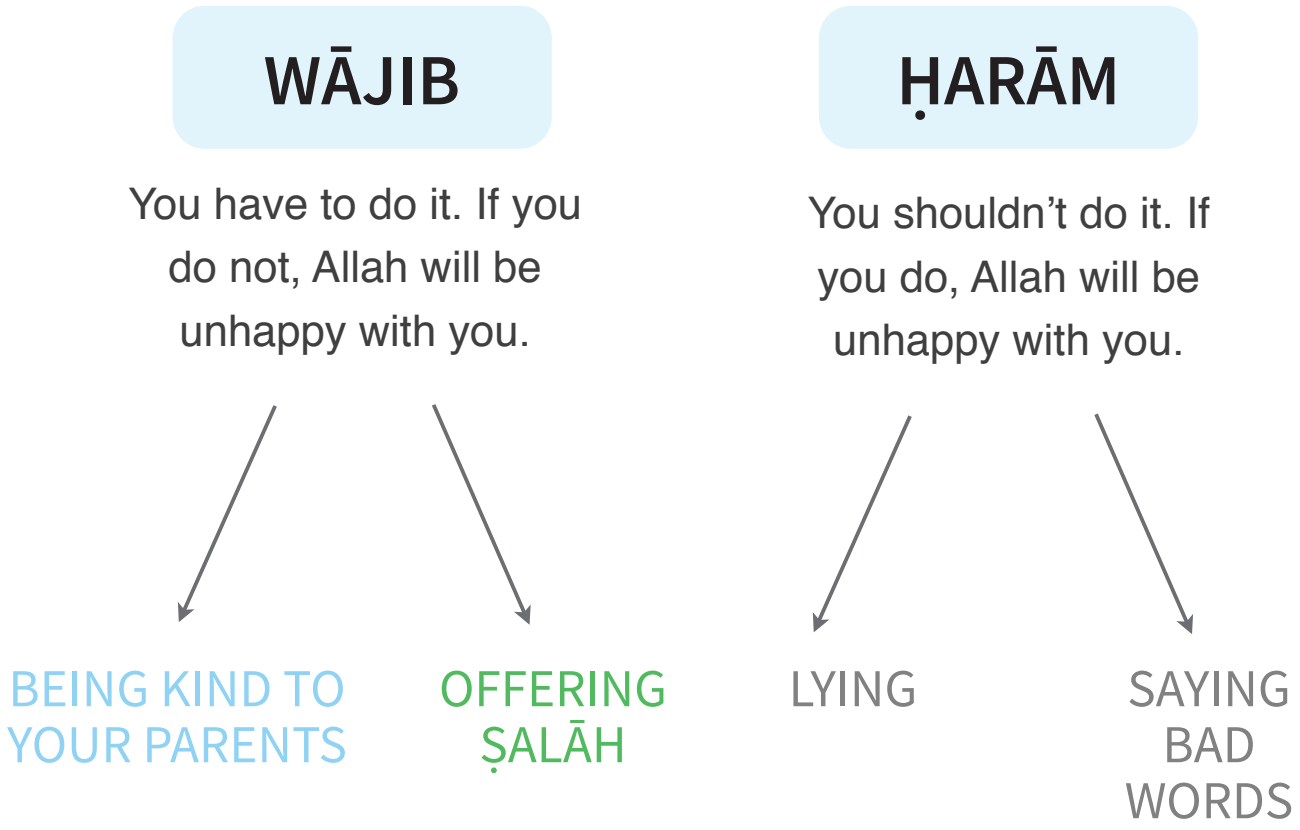
At this time, students can complete the ART EXTENSION and the ACTIVITIES located in the TASK BAR.

Lesson 2.1: Fiqh Terminology

In Islam, many of our actions are put into one of the following categories:

Example: Being Kind to your parents. Offering Ṣalāh

Example: Lying. Saying Bad words

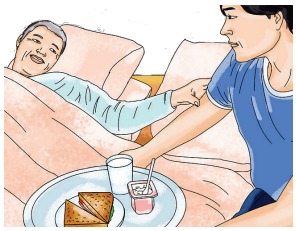

WĀJIB
You have to do it. If you do not, Allah will be unhappy with you.
BEING KIND TO YOUR PARENTS
OFFERING ṢALĀH
ḤARĀM
You shouldn't do it. If you do, Allah will be unhappy with you.
LYING
SAYING BAD WORDS

Activity 2.1a: Wājib Acts

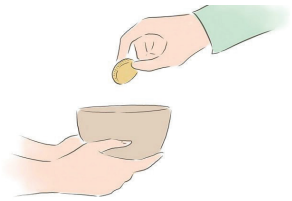
Circle the things that are wājib.

Offer Ṣalāh

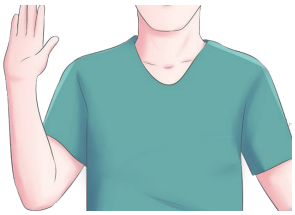
Wearing Hijab



Being good to parents

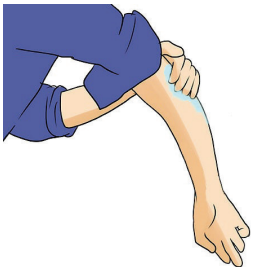


Helping the poor



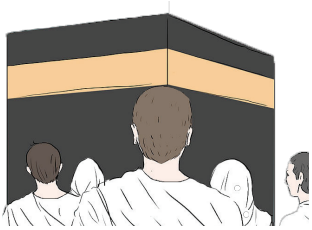
Being honest

Planting

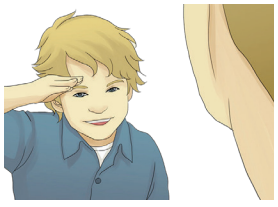


Wuḍūʾ for Ṣalāh

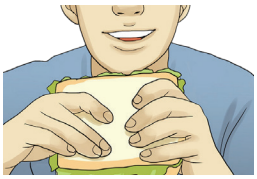
Playing sports



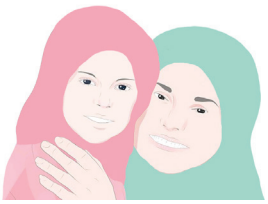
Wājib Ḥajj



Respecting parents



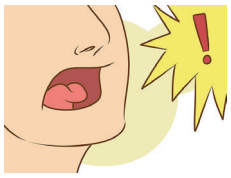
Eating too much



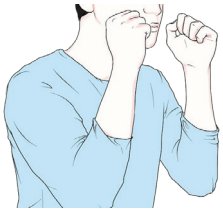
Being kind to parents

Activity 2.1b: Ḥarām Acts

Circle the things that are ḥarām.

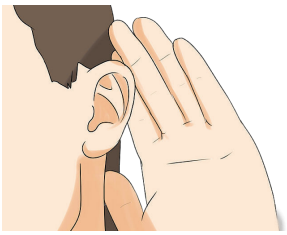


Saying bad words



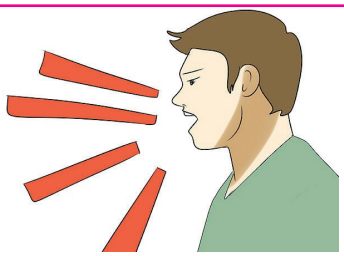
Fighting

Bullying

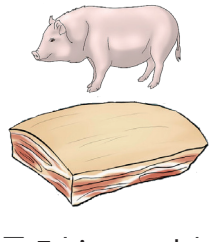


Eavesdropping

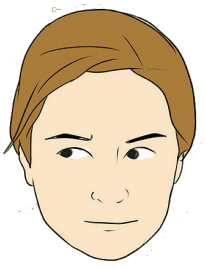
Shopping



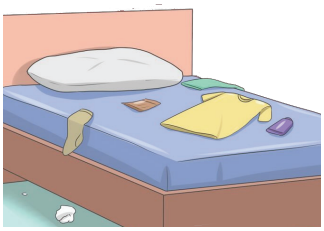
Yelling at parents



Eating pork

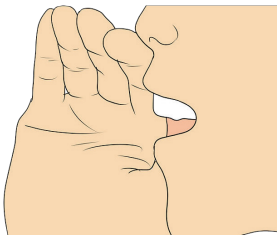


Lying



Being messy

Sleeping



Gossiping

CHAPTER 3:

WUḌŪʾ

Teaching Guide 3.1: Wuḍūʾ

TASK BAR

KEY WORDS

- Wuḍūʾ وُضُوْء
- Mustaḥab مُسْتَحَبْ

READING

Students can follow along with their teacher by turning to the wuḍūʾ reading page.

ACTIVITIES

FILL IN THE BLANK: Students will fill in the number of times the mustaḥab actions of wuḍūʾ are performed.

MULTIPLE CHOICE: Students will circle the correct answer for each question.

In this lesson, students will be introduced to the ritual ablution, wuḍūʾ, and learn how to perform it.

SAY: Before we can offer our daily prayers, there are some things we have to do. Does anyone know what one of these things is? (Wait and listen for answers until "wuḍūʾ" is mentioned.)

SAY: In order to offer ṣalāh, we must have wuḍūʾ. Does anyone know what wuḍūʾ is? (Again, wait and listen for ideas.)

SAY: Good. Wuḍūʾ is a special way to wash yourself before you pray. When Prophet Muḥammad (ṣ) went to the heavens during Miʿrāj, he did wuḍūʾ with the water of the river in Heaven. When the Prophet (ṣ) came back, he taught the Muslims how to do wuḍūʾ. It is a special way of washing that is meant to clean you before you offer ṣalāh. If you listen carefully, by the end of this lesson, you will learn how to do wuḍūʾ by yourself!

At this time students can follow along in the READING, located in the TASK BAR.

SAY: Wuḍūʾ is divided into mustaḥab actions and wājib actions. Does anyone know what these words mean? (Wait and listen for ideas on the meanings.)

SAY: Good. Now let me tell you what they actually mean. Mustaḥab actions are those actions that you do not have to do, but if you do them, there is a lot of reward for them, like extra credit. wājib actions are those actions that you have to do, or your wuḍūʾ will be incorrect. Look at the 3 pictures of mustaḥab actions in your book. Can anyone name what they are? (Wait for answers.)

SAY: The mustaḥab actions are:

- Washing your hands
- Gargling three times
- Taking water into the nostrils three times
  (NOTE: This water should reach all the way up.)

NOTE: There are more mustaḥab actions than these three, such as reciting special Duʿā while performing wuḍūʾ.

At this time, students can work on the ACTIVITIES, located in the TASK BAR.

Lesson 3.1: Wuḍūʾ

Wuḍūʾ was taught by Prophet Muḥammad (ṣ) after he came back from Miʿrāj. In Miʿrāj, the Prophet (ṣ) did wuḍūʾ with the water from the river in Heaven.

Wuḍūʾ is a special way to wash yourself before you offer ṣalāh.

Wuḍūʾ is divided into wājib actions and mustaḥab actions.

You do not have to do those actions that are mustaḥab, but if you do them, you get a lot of reward/thawāb, like extra blessings!

The mustaḥab actions are:

Washing your hands

Gargling
3 times

Taking water into the
nostrils 3 times

Activity 3.1a: Name the Action of Wuḍūʾ

The following are the Mustaḥab actions of wuḍūʾ. Write the action next to the picture.

Washing hands

Gargling

Taking water in the nostrils

Activity 3.1b: Multiple Choice

Circle the correct answer.

1. _____ is a special way to wash yourself before praying ṣalāh.
   a. Mustaḥab
   b. Miʿrāj
   c. Wuḍūʾ

2. Wuḍūʾ is divided into wājib actions and _____ actions.
   a. Mustaḥab
   b. Ḥarām
   c. Ṣalāh

3. What does mustaḥab mean?
   a. You have to do it.
   b. You should not do it.
   c. You do not have to do it, but if you do, you get extra reward/thawāb

4. In Miʿrāj , the Prophet (ṣ) did wuḍū' with the water from the river in _____.
   a. Mecca
   b. Heaven
   c. Medina

Teaching Guide 3.2: Wājib Actions of Wuḍūʾ

TASK BAR

READING
Students can follow along with their teacher by turning to the wājib Actions of Wuḍūʾ reading page.

GAME TIME
Students will play "Prophet Says" just like the game "Simon Says" and practice the mustaḥab and wājib actions of wuḍūʾ. For example, you could say, "Prophet says do masḥ of the head," and students should do it, but if you do not say "Prophet says" then they should not do the action.

ACTIVITIES
NUMBER THE ACTIONS: Students will number the wājib actions of wuḍūʾ in the right order.

MULTIPLE CHOICE: Students will circle the correct answer for each question.

MR. WUḌŪʾ: Students can do the Mr. Wuḍūʾ activity and practice the wājib and mustaḥab parts of wuḍūʾ.

DEMONSTRATION
Students will be taken to a sink to observe the demonstration of wuḍūʾ, using both the mustaḥab and wājib actions.

SAY: Now that we have learned the mustaḥab actions, let's learn the wājib, or required actions. Remember, if the wājib actions of wuḍūʾ are not performed, your wuḍūʾ will not be valid.

At this time, students can turn to the READING located in the TASK BAR.

SAY: There are 5 wājib actions of wuḍūʾ. The first wājib action of wuḍūʾ is niyyah or intention. This means that you have to know why you are making wuḍūʾ and for whom. An example of your niyyah can be the following: "I am making wuḍūʾ to get closer to Allah, qurbatan ilallāh." Everyone repeat this after me! Remember to keep your niyyah and intention throughout your wuḍūʾ! Now we are ready for the second wājib action of wuḍūʾ, which is washing the face. One must wash their face with water from the top to the bottom of their face. Can everyone show me what this might look like? (Wait and watch as students show you how the washing of the face should be done.)

SAY: After you're done washing the face, you must do the third wājib action of wuḍūʾ, which is the washing of the arms. The arms should be washed from the elbow down to the fingertips, making sure the whole arm gets wet. Can you show me what this might look like? For boys, it is good to start on the outside of the arm, from the elbow down over the back of your hands, and for girls, it is good to start from the inside of your elbow down over your palms. (Again, wait and watch as students show you how the washing of the arms might be done.)

SAY: Now we can move on to the fourth wājib action of wuḍūʾ, which is the wiping or masḥ of the head. Masḥ rhymes with "bus" or "gas," but has an h sound at the end. I want all of you to practice pronouncing this word with me. (Practice pronouncing "masḥ.")

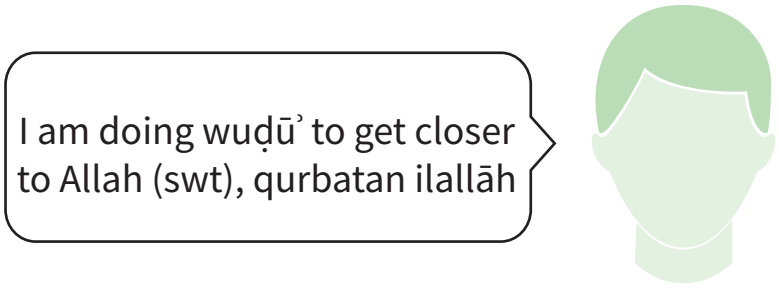
SAY: Good. The top of the head should be wiped. Take your fingers and wipe from the middle to the front, stopping just before your forehead starts. The place for masḥ should be dry before doing masḥ. Can you show me what this might look like? (Again, wait and watch as students show you how the masḥ of the head might look like.)

SAY: Good. Lastly, the fifth wājib action of wuḍūʾ is the wiping or masḥ of the feet. First, wipe the right foot with the right hand, and then the left foot with the left hand, starting from the toes and ending at the ankles. Can you show me what this might look like? (Again, wait and watch as students show you how the masḥ of the feet might look like.)

At this time, do the GAME TIME located in the TASK BAR. As a wrap-up, students can complete the ACTIVITIES, located in the TASK BAR. There are also instructions for a DEMONSTRATION on how to do wuḍūʾ.

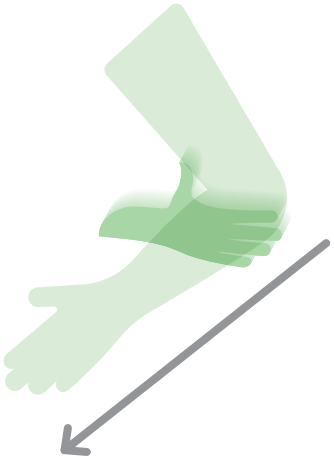
Lesson 3.2: Wājib Actions of Wuḍūʾ

1st action of wuḍūʾ = niyyah: to know what you are doing and for whom. Remember to keep your niyyah and intention throughout your wuḍūʾ.

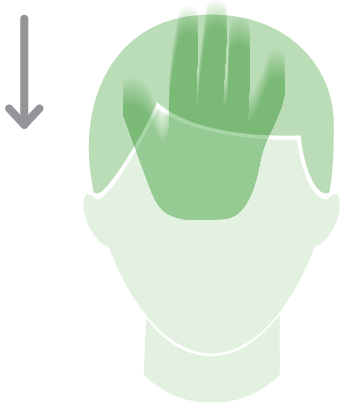


2nd action = Washing of the face

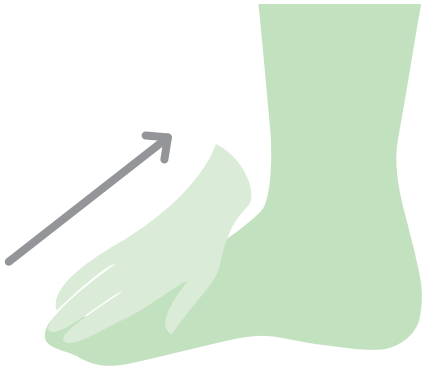
3rd action = Washing of the arms



4th action = Wiping/Masḥ of the head



5th action = Wiping/Masḥ of the feet



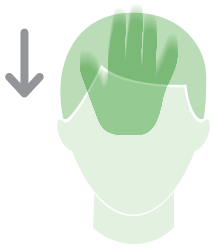
Activity 3.2a: Number the Actions

Number the wājib actions of wuḍūʾ to show the right order:

1

I am doing wuḍūʾ to get closer to Allah (swt), qurbatan ilallāh

4



2

5

3

Activity 3.2b: Multiple Choice

Circle the correct answer.

1. What is the proper niyyah for wuḍūʾ?
   a. I am doing wuḍū' to get happy.
   b. I am doing wuḍū' because I am bored.
   (c.) I am doing wuḍū' to get closer to Allah, qurbatan ilallāh.

2. For wuḍūʾ, you should wash your face from __ to __.
   (a.) top; bottom
   b. side; side
   c. bottom; top

3. What is the next step in wuḍūʾ after washing the face?
   a. Niyyah
   b. Masḥ of the head
   (c.) Washing the arms

4. Which foot should you wipe first in wuḍūʾ?
   (a.) Right
   b. Left
   c. It doesn't matter

5. Circle the things that are WĀJIB actions and underline the things that are MUSTAḤAB actions:
   a. washing hands
   (b.) wiping/Masḥ of the feet
   c. gargling 3 times
   (d.) washing of the face
   (e.) doing Niyyah
   (f.) washing of the arms
   g. taking water into the nose 3 times
   (h.) wiping/Masḥ of the head

Activity 3.2c: Mr. Wuḍūʾ

Materials:

- Mr. Wuḍūʾ template
- 2 different colored markers

Procedure:

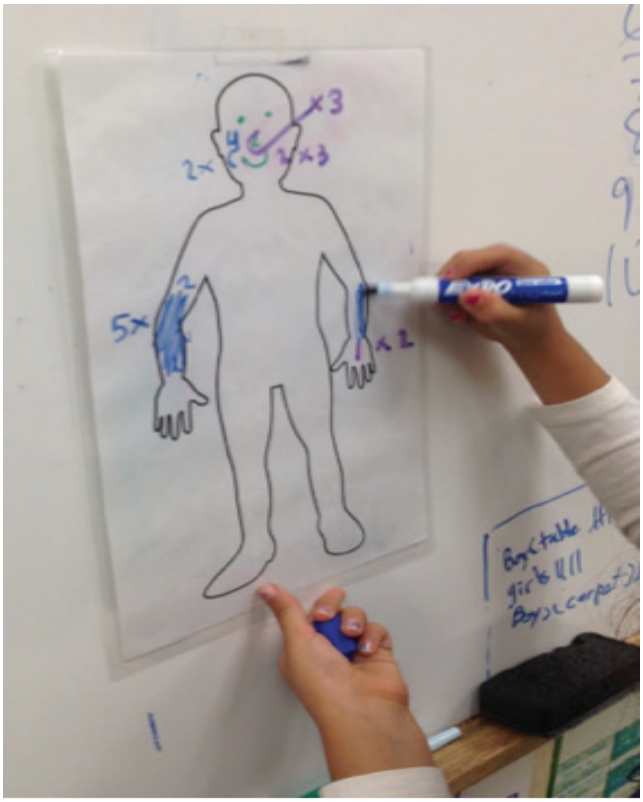
1. Introduce the class to Mr. Wuḍūʾ, and tell them that today, we will be helping him perform his wuḍūʾ correctly. First, they will use a black marker to draw a face on him with eyes, a nose, and mouth.

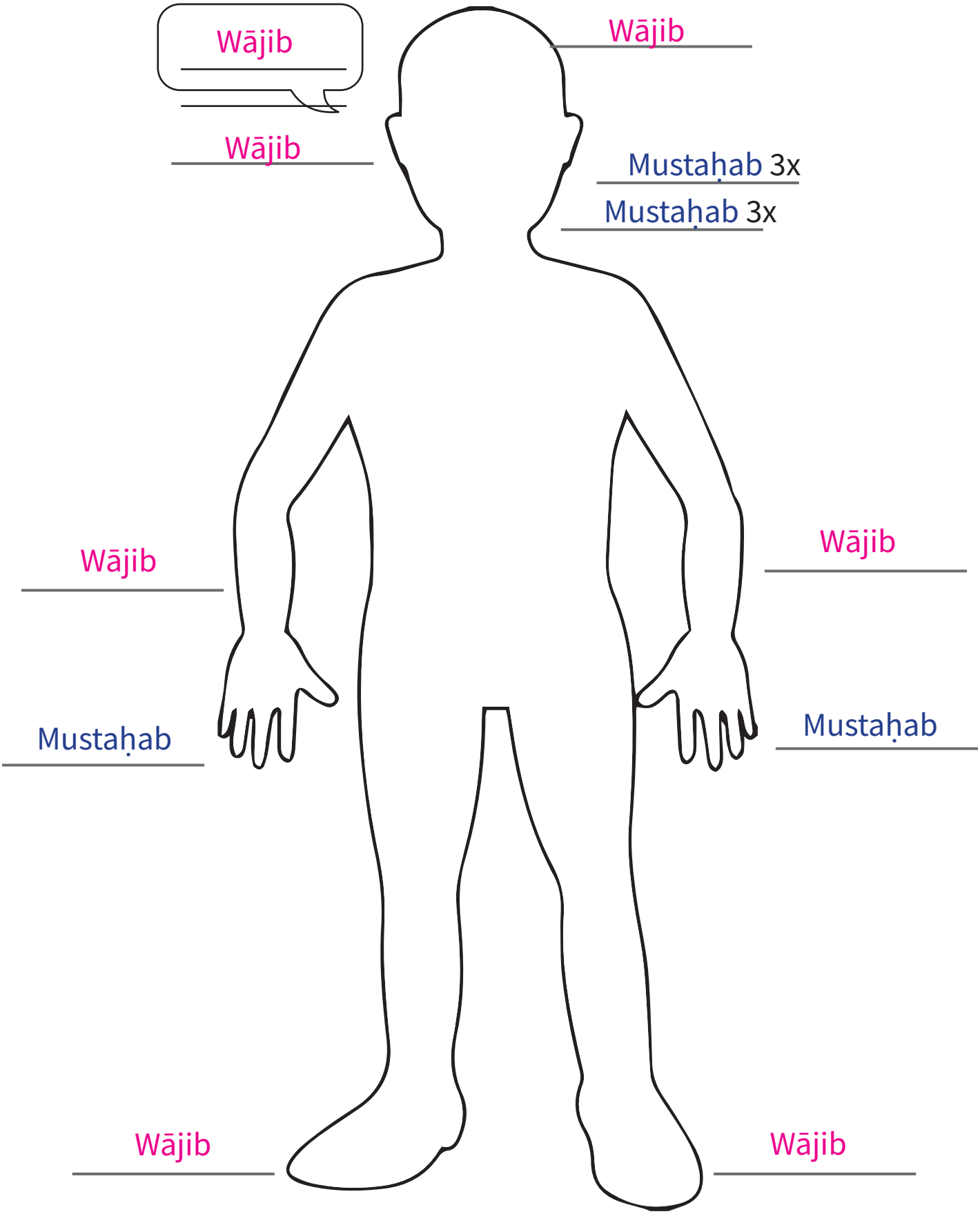
2. Tell the students that one marker (e.g., blue) will denote mustaḥab actions and the other (e.g., red) will indicate the wājib actions.

3. As a class, number the actions of wuḍūʾ with their correct color and how many times to do each action.
   (For example, the gargling should be labeled "3x" in blue.)

4. Here is a key of the answers:

Hands	(mustaḥab)
Mouth	- 3x (mustaḥab)
Nose	- 3x (mustaḥab)
Niyyah	- (wājib)
Face	- (wājib)
Right arm	- (wājib)
Left arm	- (wājib)
Head	- (wājib)
Right foot	- (wājib)
Left foot	- (wājib)




Wājib
Wājib
Wājib
Mustaḥab 3x
Mustaḥab 3x
Wājib
Wājib
Mustaḥab
Mustaḥab
Wājib
Wājib

Lesson 3.3: Wuḍūʾ Chart

Washing your hands
(Mustaḥab)

Gargling 3 times
(Mustaḥab)

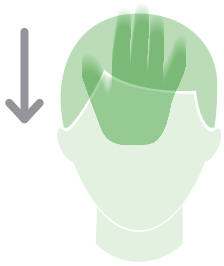
Taking water into
the nostrils 3 times
(Mustaḥab)

"I am doing wuḍūʾ to get closer to Allah, qurbatan ilallāh"

(Wājib)

Washing of the face
(Wājib)

Washing of the arms
(Wājib)

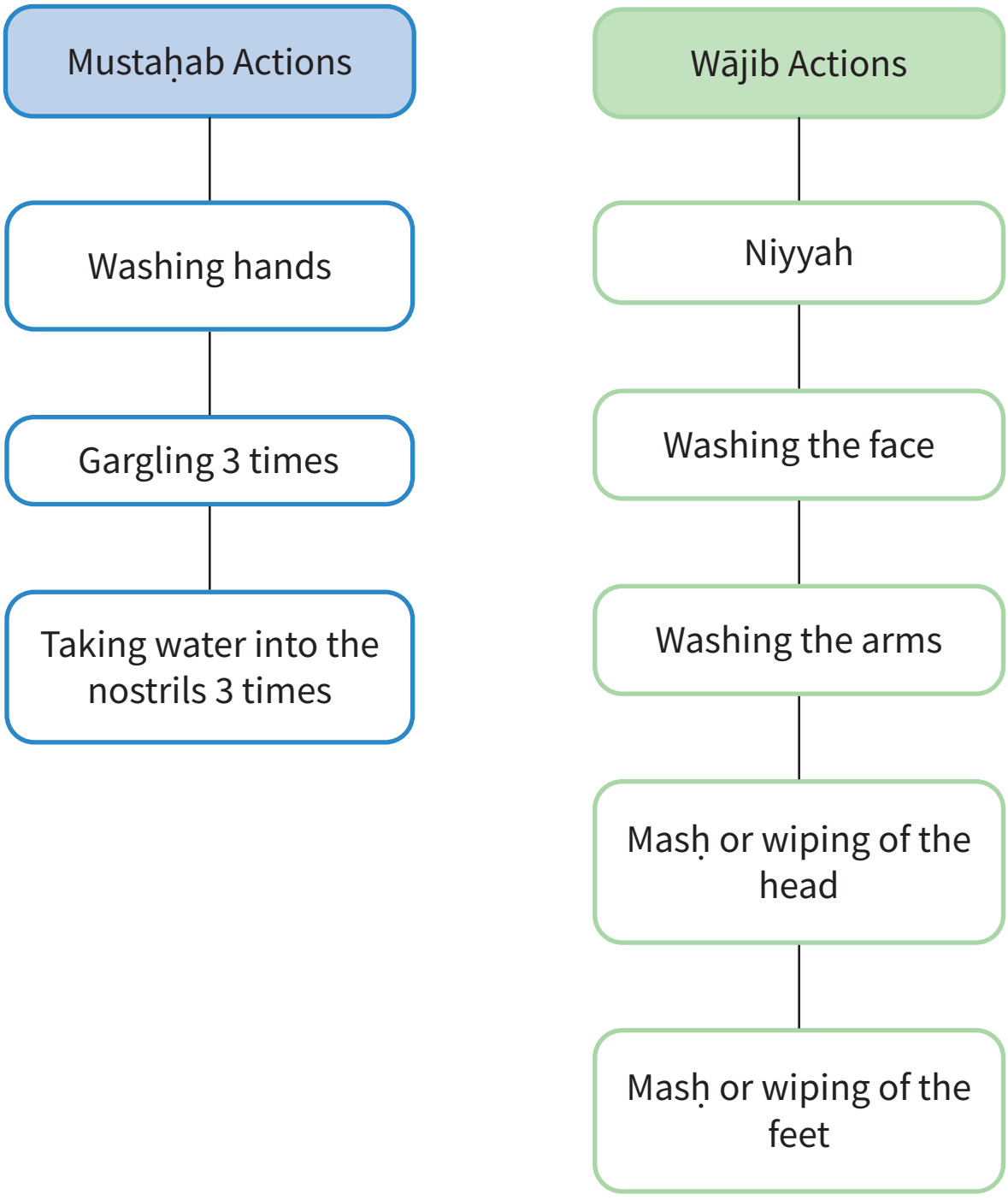


Masḥ or wiping of the
head (Wājib)

Masḥ or wiping of the
feet (Wājib)

Activity 3.3: Wuḍūʾ Practical Demonstration

The student will be taken to the sink to observe the demonstration of wuḍūʾ.



CHAPTER 4:

ADHĀN & IQĀMAH

Teaching Guide 4.1: Adhān & Iqāmah

TASK BAR

KEY WORDS

- Adhān أَذَانْ
- Iqāmah إِقَامَة
- Ṣalāh صَلَاة

READING

Students can follow along with their teacher by turning to the adhān & iqāmah reading page.

LEARNING AID

Students can learn the lines of adhān and iqāmah using the hand gestures.

GAME TIME

Have students sit in a circle and ask them to recite the adhān correctly in a group. Each student will say each line in order. Student 1 will start off saying, “Allāhu Akbar” and then student 2 will also say, “Allāhu Akbar” since we say this line 4 times. After the 4th student, the next student should say, “Ashhadu an-lā ilāha illallāh…” and keep going in the circle. Repeat this several times so students get practice.

ACTIVITY

MULTIPLE CHOICE: Students will circle the correct answer for each question.

In this lesson, students will learn about the call to ṣalāh, called adhān, and the call to start ṣalāh, called iqāmah, and learn how to recite them.

SAY: When it is prayer time, what do you usually hear? (Wait for answers. Some students may know the word adhān already.)

SAY: Someone will usually recite adhān or call to prayer. Does anyone know what the purpose of adhān is? (Wait for ideas.)

SAY: Good. Adhān is a reminder of our beliefs and an announcement that it is time to offer prayers. Iqāmah is usually recited right after adhān. Iqāmah is the call to actually start the prayer. Let’s listen to adhān together in Arabic. Listen carefully and see if you can figure out the meaning of some parts.

At this time, students can follow along in the READING located in the TASK BAR. As they follow along, you can recite adhān yourself, or play a recording of it. When you play a recording, you can pause it and repeat parts for students to reflect on.

SAY: Did anyone recognize any parts of adhān that may have been similar to the Shahādah we have learned about before? (Go over the meanings for the lines.)

SAY: Now, I want you to repeat adhān after me. inshāʾAllāh everyone can learn to recite it and if you are asked to recite adhān one day before ṣalāh begins, you will know how to do it!

At this time, the students can turn to the LEARNING AID. Have students repeat after you while you also do the correct hand gestures, and try your best to check for correct pronunciation. After practicing a few times, students can do the GAME TIME located in the TASK BAR for even more practice.

SAY: When someone recites adhān, he/she should do so loudly and clearly so everyone can hear. If you hear adhān, you should stop what you are doing and prepare for ṣalāh. If you are ready, then it is good to sit quietly and try to repeat the words of adhān along with them. Remember to say ṣalawāt after hearing the name of the Prophet (ṣ)!

Encourage volunteers to stand up and recite adhān for a prize if they do it correctly.

SAY: Iqāmah is a little bit different than adhān. Listen to iqāmah and see if you can spot any differences from adhān.

Students can follow along in the READING located in the TASK BAR. Go ahead and recite iqāmah for them and go over the meanings of the newer lines. As a wrap-up, students can complete the ACTIVITY.

Lesson 4.1: Adhān & Iqāmah

Adhān is the call to ṣalāh, and iqāmah is the call to start ṣalāh.

When someone hears adhān, he or she knows that it is time to offer ṣalāh.

Adhān

اَللّٰهُ اَكْبَرُ

1	Allah is the Greatest!	4x

اَشْهَدُ اَنْ لا اِلٰهَ إِلَّا اللّٰه

2	I know that there is no god except Allah	2x

اَشْهَدُ اَنَّ مُحَمَّدًا رَّسُولُ اللّٰه

3	I know that Muḥammad is the Messenger of Allah	2x

اَشْهَدُ اَنَّ عَلِيًّا وَّلِيُّ اللّٰه

4	I know that ʿAlī is one who is close to Allah	2x

حَيَّ عَلَى الصَّلَاةِ

5	Hurry to ṣalāh	2x

حَيَّ عَلَى الْفَلَاحِ

6	Hurry to success	2x

حَيَّ عَلَى خَيرِ الْعَمَل

7	Hurry to the best action	2x

اَللّٰهُ اَكْبَرُ

8	Allah is the Greatest!	2x

لاٰ اِلٰهَ إِلَّا اللّٰه

9	There is no god except Allah	2x

Iqāmah

Iqāmah is the call to start ṣalāh. When someone hears iqāmah they know that ṣalāh is about to begin. There are three main differences between adhān and iqāmah:

1. The first اللّٰهُ اكْبَر is said only 2 times and not 4.

2. The last line لَا الٰهَ إِلَّا اللّٰه is said only 1 time and not 2.

3. After the line حَيَّ عَلَىٰ خَيْرِ الْعَمَل you should say قَدْ قَامَتِ الصَّلاةُ which means "Surely stand for ṣalāh."

Iqāmah

	اَللّٰهُ اَكْبَرُ	
1	Allah is the Greatest!	2x
	اَشْهَدُ اَنْ لا اِلٰهَ إِلَّا اللّٰه	
2	I know that there is no god except Allah	2x
	اَشْهَدُ اَنَّ مُحَمَّدًا رَّسُولُ اللّٰه	
3	I know that Muḥammad is the Messenger of Allah	2x
	اَشْهَدُ اَنَّ عَلِيًّا وَّلِيُّ اللّٰه	
4	I know that ʿAlī is one who is close to Allah	2x
	حَيَّ عَلَى الصَّلَاةِ	
5	Hurry to ṣalāh	2x
	حَيَّ عَلَى الْفَلَاحِ	
6	Hurry to success	2x
	حَيَّ عَلَى خَيرِ الْعَمَل	
7	Hurry to the best action	2x
	قَدْ قَامَتِ الصَّلَاة	
8	Stand up for the prayer	2x
	اَللّٰهُ اَكْبَرُ	
9	Allah is the Greatest!	2x
	لاٰ اِلٰهَ إِلَّا اللّٰه	
10	There is no god except Allah	1x

Learning Aid 4.1

Lines 1&8
Students will do takbīr to show that they are pushing away everyone and everything except Allah (swt) since He is the Greatest.

Lines 2&9
Students will hold up one finger to signify that there is only 1 Allah (swt).

Line 3
Students will flap their arms like a messenger bird.

Line 4
Students will hold their hands together to signify that Allah (swt) chose Imām ʿAlī (ʿa).

Lines 5-7
Students will pretend to run, since they should hurry to ṣalāh, success, and the best of actions.

Lines 1 & 8

Lines 2 & 9

Line 3

Line 4

Lines 5-7

Activity 4.1: Multiple Choice

Circle the correct answer.

1. What does adhān mean?
   a. It is the call to ṣalāh.
   b. It is the call to eat breakfast.
   c. It is the call to go to sleep.

2. What does iqāmah mean?
   a. It is the call to start eating.
   b. It is the call to start ṣalāh.
   c. It is the call to start sleeping.

3. There are _____ main differences in adhān and iqāmah?
   a. 2
   b. 5
   c. 3

4. There is a line in iqāmah that is not in adhān, which says ___.
   a. Stand up for the prayer
   b. Hurry to success
   c. Allah (swt) is the greatest!

CHAPTER 5:

ṢALĀH (PRAYERS)

Teaching Guide 5.1: Ṣalāh

TASK BAR

KEY WORDS

- Ṣalāh صَلَاة
- Fajr فَجَرْ
- Ẓuhr ظُهر
- ʿAṣr عَصْر
- Maghrib مَغْرِبْ
- ʿIshāʾ عِشَاء
- Rakʿah رَكْعَة

READING

Students can follow as the teacher reads.

GAME TIME

Have students sit in a circle and say the name of any of the daily prayers. Then a student should say the name of the prayer that comes after it and the student sitting next to him or her should say the prayer that comes after that. This will help them remember the names in order.

ACTIVITIES

There are 6 separate activities related to ṣalāh for students to work on . They will color the pictures, write the names and number of rakaʿāt in each ṣalāh, complete the crossword puzzle, and circle the correct answer for each question.

In this lesson, students will learn more about the 5 daily prayers.

SAY: Our Prophet (ṣ) has said that the best of actions is ṣalāh. In this chapter we are going to learn about ṣalāh. Does anyone know what ṣalāh means? (Wait for answers until praying is mentioned.)

Students can turn to the READING located in the TASK BAR.

SAY: Good. Ṣalāh means prayer or talking to Allah (swt). In a ḥadīth, Prophet Muḥammad (ṣ) said that prayer is compared to a river where you take a bath five times a day and no dirt remains on your body. Ṣalāh is a way of talking to Allah (swt) that has been taught by our Prophet (ṣ). It is a special way of praying, just like wuḍūʾ is a special way of cleaning ourselves. When we are offering ṣalāh, we should think only about Allah (swt) and should pray slowly and clearly. Talking to our friends is not allowed during ṣalāh. Does anyone know how many times Muslims should offer ṣalāh in one day? (Students will probably be able to say 5.)

SAY: Yes, Muslims should offer ṣalāh or pray 5 times a day. Allah (swt) has given us 5 ṣalāhs that should be offered at different times of the day. Each ṣalāh has a different name. It is important for us to review the names of the different ṣalāt and how many rakaʿāt each one has. Can anyone name the 5 different ṣalāt Muslims offer everyday? (Wait for responses. Students might say the names out of order.)

SAY: Good try! The names of the 5 ṣalāt are Fajr, Ẓuhr, ʿAṣr, Maghrib, and ʿIshāʾ. Can you repeat the names of the ṣalāhs after me?

Say each prayer name again and have the students repeat the name after you. Check students' pronunciation, be especially cautious of "Ẓuhr" which is pronounced with a "DH" in the beginning. The name of this ṣalāh is NOT "Zuhr" and substituting the "Z" for the "DH" changes the name of the ṣalāh altogether.

At this time, you can do the GAME TIME located in the TASK BAR.

SAY: Each prayer has a different number of rakaʿāt. A rakʿah is a part of the prayer that is repeated a certain number of times. Every time you stand up, a new rakʿah begins. This number is different for the different ṣalāhs. There are 17 rakaʿāt total in a day. Repeat the number of rakaʿāt in each prayer after me:

Fajr has 2 rakaʿāt
Ẓuhr has 4 rakaʿāt
ʿAṣr has 4 rakaʿāt
Maghrib has 3 rakaʿāt
ʿIshāʾ has 4 rakaʿāt

At this time, students can work on the ACTIVITIES located in the TASK BAR.

Lesson 5.1: Ṣalāh

As Muslims, we pray to Allah (swt) five times a day. We offer our five prayers (ṣalāt) before dawn, after noon, and after sunset.

Prophet Muḥammad (ṣ) has said, “Anyone who does not give importance to prayers is not from my true followers.”

Ṣalāh is a way of talking to Allah (swt) that the Noble Prophet (ṣ) has taught us. It is a special way of praying, just like wuḍūʾ is a special way of cleaning ourselves. When we are praying ṣalāh, we should think only about Allah (swt) and should pray slowly and clearly. Playing and talking to our friends is not allowed during ṣalāh.

Each prayer has a different number of rakaʿāt. A rakʿah is a part of the prayer that is repeated a certain number of times. Every time you stand up, a new rakʿah begins. This number is different for the different ṣalāt.

There are 17 rakaʿāt total in the daily ṣalāt:

Fajr has 2 rakaʿāt

Ẓuhr has 4 rakaʿāt

ʿAṣr has 4 rakaʿāt

Maghrib has 3 rakaʿāt

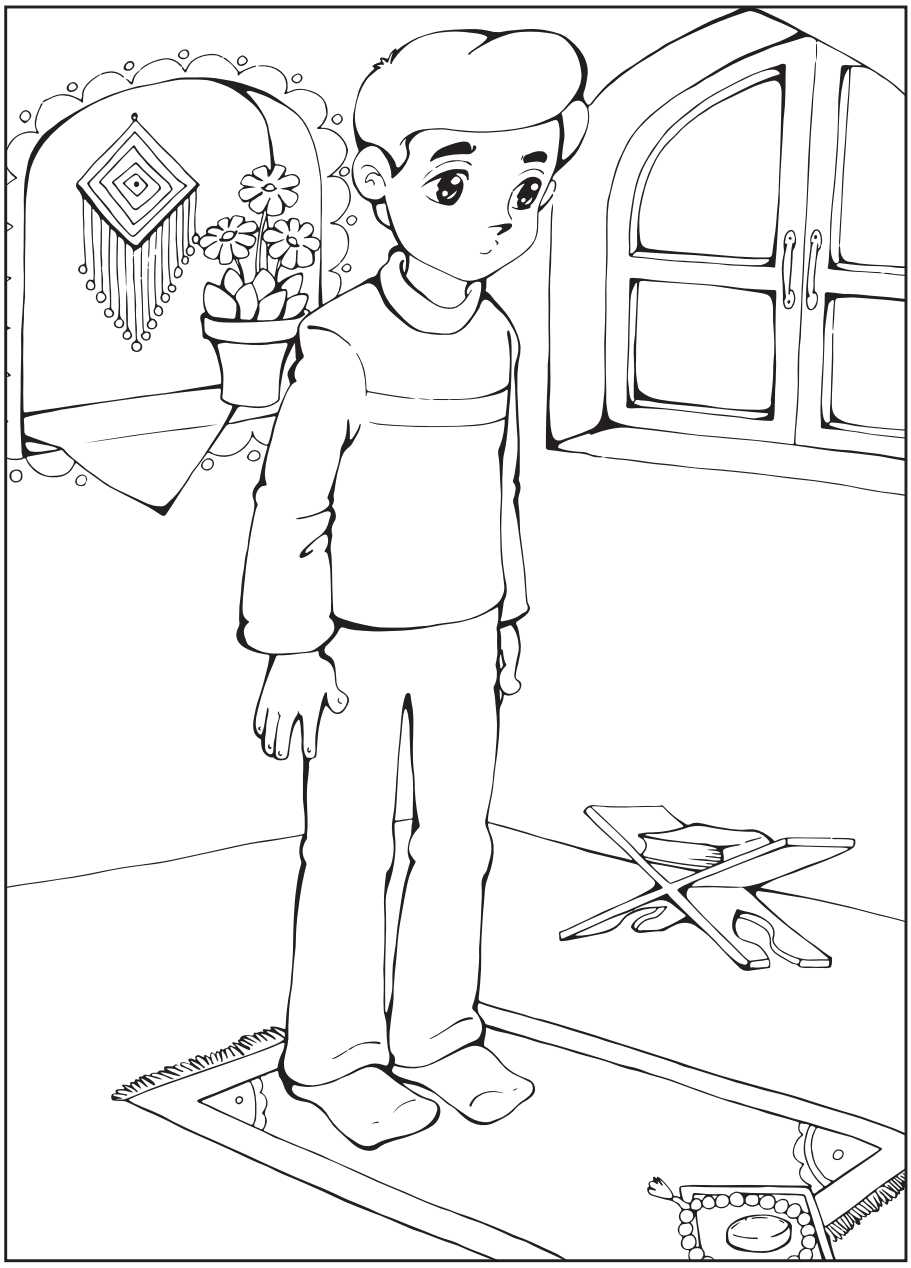
ʿIshāʾ has 4 rakaʿāt

Here is an easy way to remember the number of rakaʿāt in each of the daily ṣalāh.

Allah’s Phone Number: “2-4-4-3-4”

Activity 5.1a: Qurʾān Connection

ESTABLISHING PRAYERS



And establish the prayers to remember Me

Sūrah Ṭā Hā, Verse 14 (20:14)

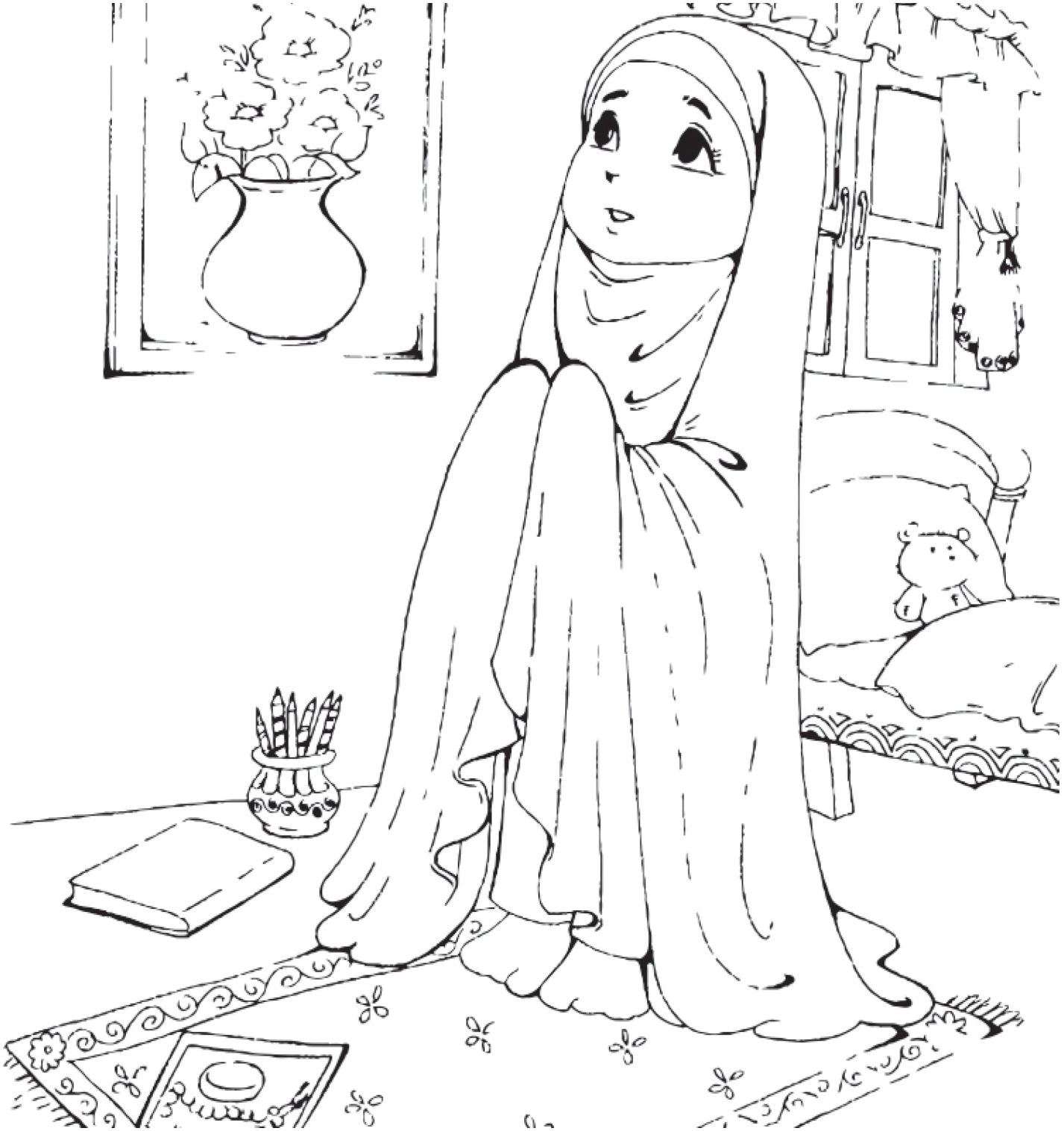
﴿وَأَقِمِ الصَّلَاةَ لِذِكْرِي﴾

Wa aqimiṣ-ṣalāta lidhikrī

Activity 5.1b: Coloring

"AND ESTABLISH THE PRAYERS TO REMEMBER ME"

Sūrah Ṭā Hā, Verse 14



Activity 5.1c: Number of Rakaʿāt

Write the number of rakaʿāt for each ṣalāh in the butterflies.

Fajr
2

Ẓuhr
4

ʿAsr
4

Maghrib
3

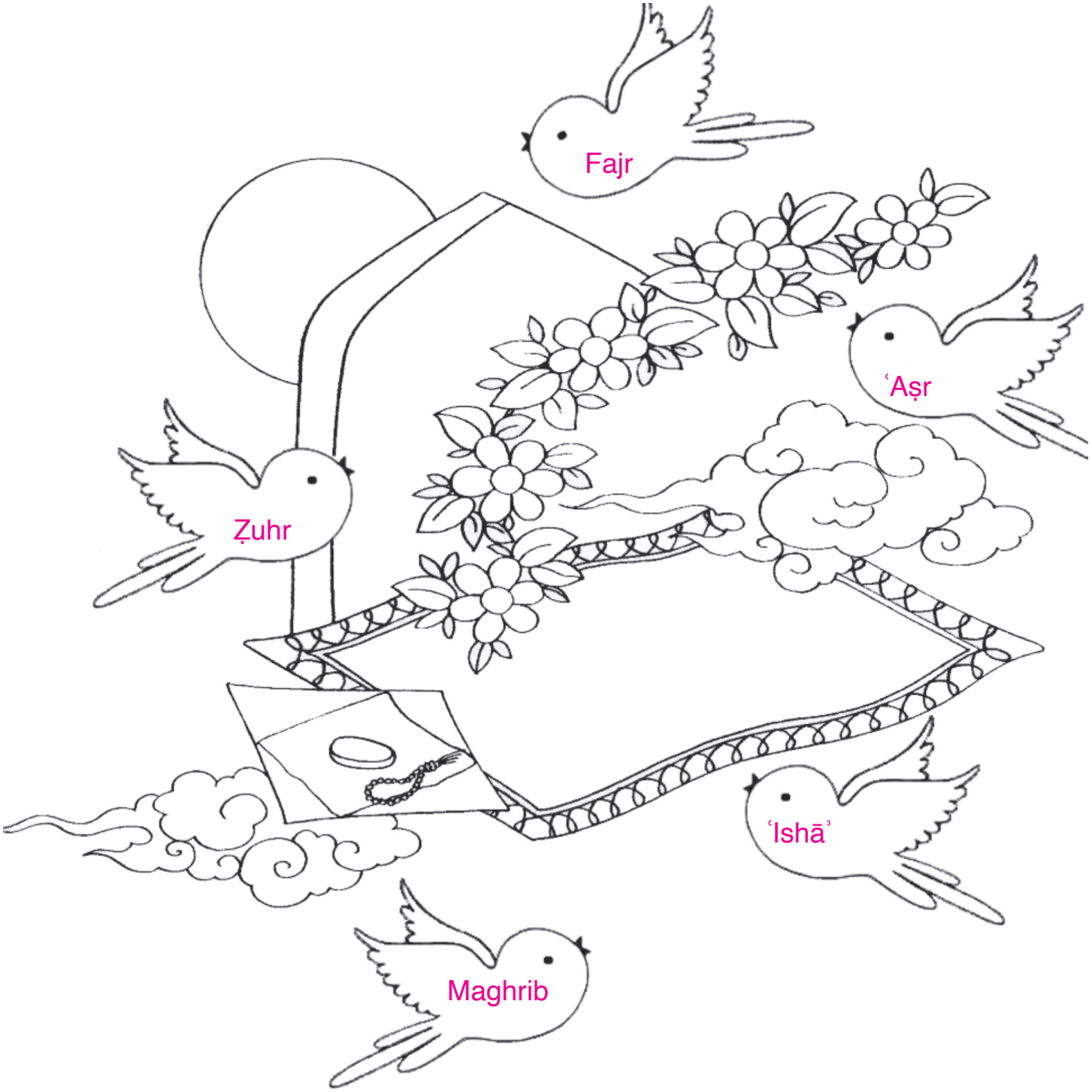
ʿIshāʾ
4

Total rakaʿāt in a day:

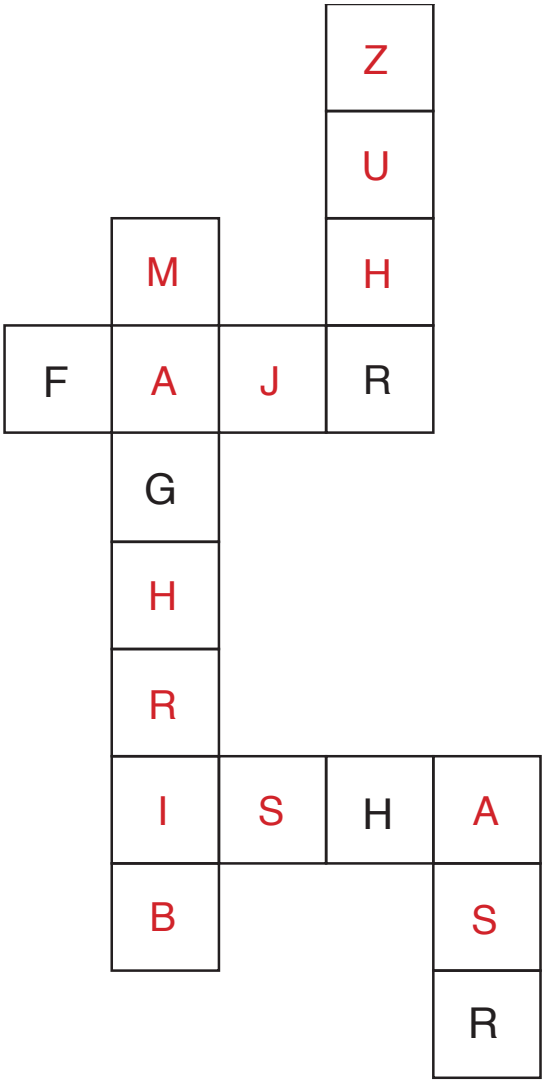
17

Activity 5.1d: Five Daily Ṣalāt

Write the names of the five daily ṣalāt on the birds and color the illustration.



Activity 5.1e: Crossword



KEY:

FAJR ZUHR ASR MAGHRIB ISHA

*Please note that diacritic marks (e.g., ā, ī, ḥ) are not used for this crossword puzzle. Instead, write the words without the marks.

Activity 5.1f: Multiple Choice

Circle the correct answer.

1. We as Muslims pray to Allah (swt) ___ times a day.
   a. 100
   b. 5
   c. 1

2. There are a total of ___ rakaʿāt in our daily wājib ṣalāt.
   a. 17
   b. 100
   c. 35

3. Ṣalāh is a way of talking to ___.
   a. Allah (swt)
   b. The Noble Prophet (ṣ)
   c. Our relatives

4. You can talk and play with your friends while praying ṣalāh.
   a. True
   b. False

Teaching Guide 5.2: Actions in Ṣalāh

TASK BAR

ILLUSTRATION

Students can follow along with the illustration of the different actions of ṣalāh while the teacher is explaining.

GAME TIME

Have students play a game like "Simon Says" but instead it will be called "Prophet Says." Call out different commands like "Prophet says do sajdah" or "Prophet says do qiyām." Then, students should do that particular position in ṣalāh. If they do the wrong one, then they are 'out.' Then, throw in some commands without prefacing it with "Prophet says" like "Do rukūʿ." Then, the students should NOT do that action, because you didn't say "Prophet says." If a student goes into rukūʿ anyway, they are 'out.'

In this lesson, students will learn to identify the different positions in prayer and some basic meaning behind each position. There will not be too much emphasis on the specific rules because prayer is not yet obligatory for students in first grade. The emphasis should be on love of Allah (swt) and talking to Him.

SAY: Now that you know the different names of the prayers, we are going to learn what the different positions or movements in ṣalāh are. How many of you have seen a Muslim offering ṣalāh before? Can you tell me what kind of different things a person does during ṣalāh? (Wait for students to recall different positions they have seen Muslims doing during prayers.)

SAY: Good. Every position in ṣalāh has been taught to us by our Prophet (ṣ) and has a special meaning. Each position has a name too. Let us begin from the start of a ṣalāh and go through all the actions that need to be done during ṣalāh. After this, the next time you see a Muslim pray, you should be able to name the different positions! Does anyone know the first thing Muslims do when they begin their ṣalāh? (Wait for different ideas.)

SAY: When Muslims begin their ṣalāh, the first thing they do is raise their arms up by their ears with their palms facing forward and they say "Allāhu Akbar." Does anyone remember what "Allāhu Akbar" means? (Wait for answers until "Allah (swt) is the Greatest" is mentioned.)

SAY: "Allāhu Akbar" means Allah (swt) is the Greatest. When a Muslim begins prayer, they remind themselves that they are standing before Allah (swt) and that they should focus on talking to Him. When they put their hands up to their ears and then bring them down to their sides, they are pushing away everything else they think is important other than Allah (swt)! This is called "takbīratul iḥrām." Can everyone say "takbīratul iḥrām" with me? (Have students repeat after you). Does anyone want to come and demonstrate this position? (Wait for volunteers. If there are none, show the students what takbīratul iḥrām looks like.)

SAY: After takbīratul iḥrām, a person who is praying stays standing up. This position is called qiyām, which means standing. When a person is praying and is in this position of qiyām, whom is he or she standing in front of? (Wait for students to say "Allah.")

SAY: Good. In qiyām, Muslims stand in front of Allah (swt) and will recite Sūrah al-Fātiḥah and another sūrah from the Qurʾān. They should focus on what they are saying because they are talking to Allah (swt).

SAY: When a person is in qiyām, he or she should not look around or talk to other people or play with their clothes. They should be very still and look down at the place of sajdah with respect for Allah (swt). Can everyone stand up and show me qiyām?

Watch students stand in qiyām and point out the things they are doing correctly (i.e., looking down, staying still…)

SAY: After qiyām, the next position is rukūʿ, which means bowing. Can everyone say "rukūʿ" with me? Good! When we bow, we are putting our head low before Allah (swt) to show that He deserves all of our respect. Sometimes you may have seen people bowing to kings or queens. In Islam, we only bow for Allah

TASK BAR

ACTIVITIES

There are 4 separate activities related to the actions in ṣalāh for students to work on. They will match the pictures, write the number and name of the actions in ṣalāh, and circle the correct answer for each question.

DOLL ṢALAH:

Students can practice the different positions of ṣalāh by teaching their doll how to pray. See the lesson for actions of ṣalāh.

(swt). It is important to respect people too but the position of rukūʿ, bowing your head before Allah (swt), is truly only for Him. Can everyone stand up and show me rukūʿ?

Watch students bow in rukūʿ and point out things they are doing correctly (i.e., having their backs straight (boys), looking down…)

SAY: After rukūʿ, people stand back up in qiyām for just a little bit before they go into the next position, which is sujūd or sajdah. This is a very special position because it is said that if you want to be very close to Allah (swt), then this is the position you need to be in! In sajdah, one puts his or her head, hands, and feet on the floor to show that he or she is nothing without Allah (swt) and is always in need of His blessings. When you are on the floor, you cannot get any lower, and this shows our position before Allah (swt), the All-High! Can everyone show me how to do sajdah?

Watch students prostrate in sajdah and point out things they are doing correctly (i.e., palms, big toes, and forehead touching the floor…)

SAY: Sajdah is very special and is performed 2 times in one rakʿah of prayer! When you go to sajdah, 7 parts of your body must touch the ground: the forehead, both hands, both knees, and both big toes. After the second sajdah, a praying Muslim will sit in the position of julūs. This is a sitting position, with the knees bent and with one sitting on their feet. Hands should be on one's thighs and one should sit up straight. Sometimes in julūs, a Muslim will say part of the Shahādah that you learned before. They will say that there is no god but Allah (swt) and that Muḥammad (ṣ) is the Messenger of Allah. This is called tashahhud. After tashahhud, they will also say the ṣalawāt. In the last julūs of the prayer, after the tashahhud, a person will also send his or her "salāms" or greetings. Can you show me how to sit in julūs?

Watch students sit in julūs and point out things that are good to do while in julūs (i.e., sitting up straight, hands on the thighs, looking down at the turbah, etc.)

SAY: We talked about all of the wājib parts of prayer. There is one action you probably have seen people doing in ṣalāh that we haven't talked about yet. This is because it is something that one can do if he or she wants, but doesn't have to do as it is mustaḥab, meaning you will get extra reward for doing it. This position is called qunūt, and it is the time when one puts their hands out like they are begging for something. This is the time that you can ask Allah (swt) for anything! So if you don't do this part of prayer, it is you who will miss out! When we put our hands out like we are begging, we know that it is only Allah (swt) that can give us whatever we are asking for. Can everyone show me how to do qunūt?

Watch students raise their hands in qunūt.

At this time, you can do the GAME TIME and ACTIVITIES, located in the TASK BAR.

Lesson 5.2: Actions in Ṣalāh (Boys)

1. Takbīratul Iḥrām

2. Qiyām

3. Rukūʿ

4. Qiyām

5. Sajdah

6. Julūs

7. Sajdah

8. Julūs

9. Qiyām

10. Qunūt

11. Rukūʿ

12. Qiyām

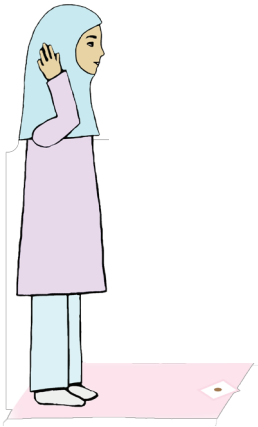
13. Sajdah

14. Julūs

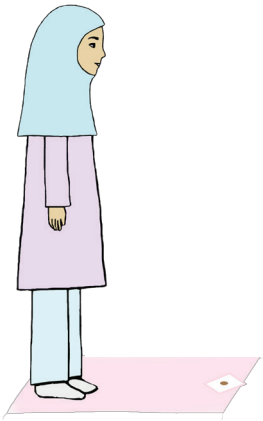
15. Sajdah

16. Julūs/ Tashahhud/ Salām

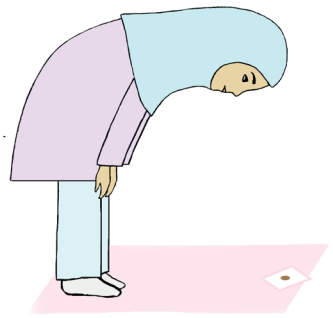
Lesson 5.2: Actions in Ṣalāh (Girls)



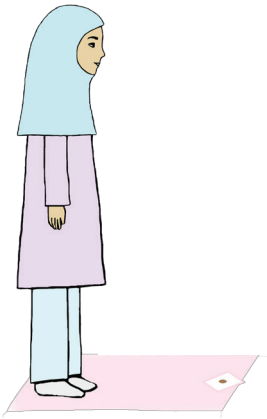
1. Takbīratul Iḥrām



2. Qiyām

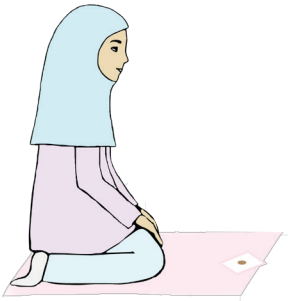


3. Rukūʿ



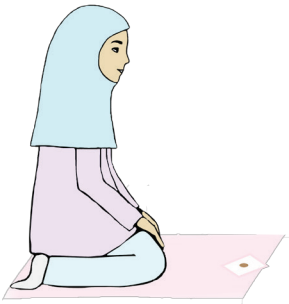
4. Qiyām

5. Sajdah

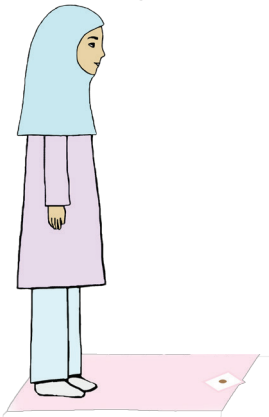


6. Julūs

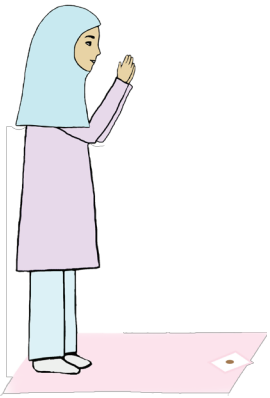
7. Sajdah



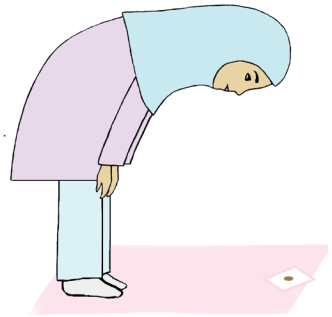
8. Julūs



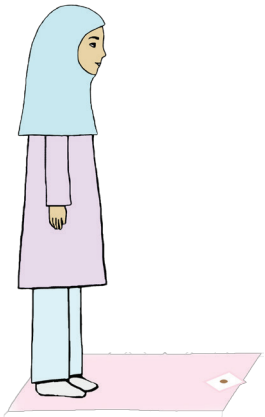
9. Qiyām



10. Qunūt

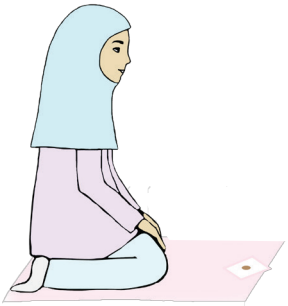


11. Rukūʿ



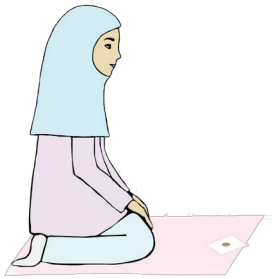
12. Qiyām

13. Sajdah



14. Julūs

15. Sajdah

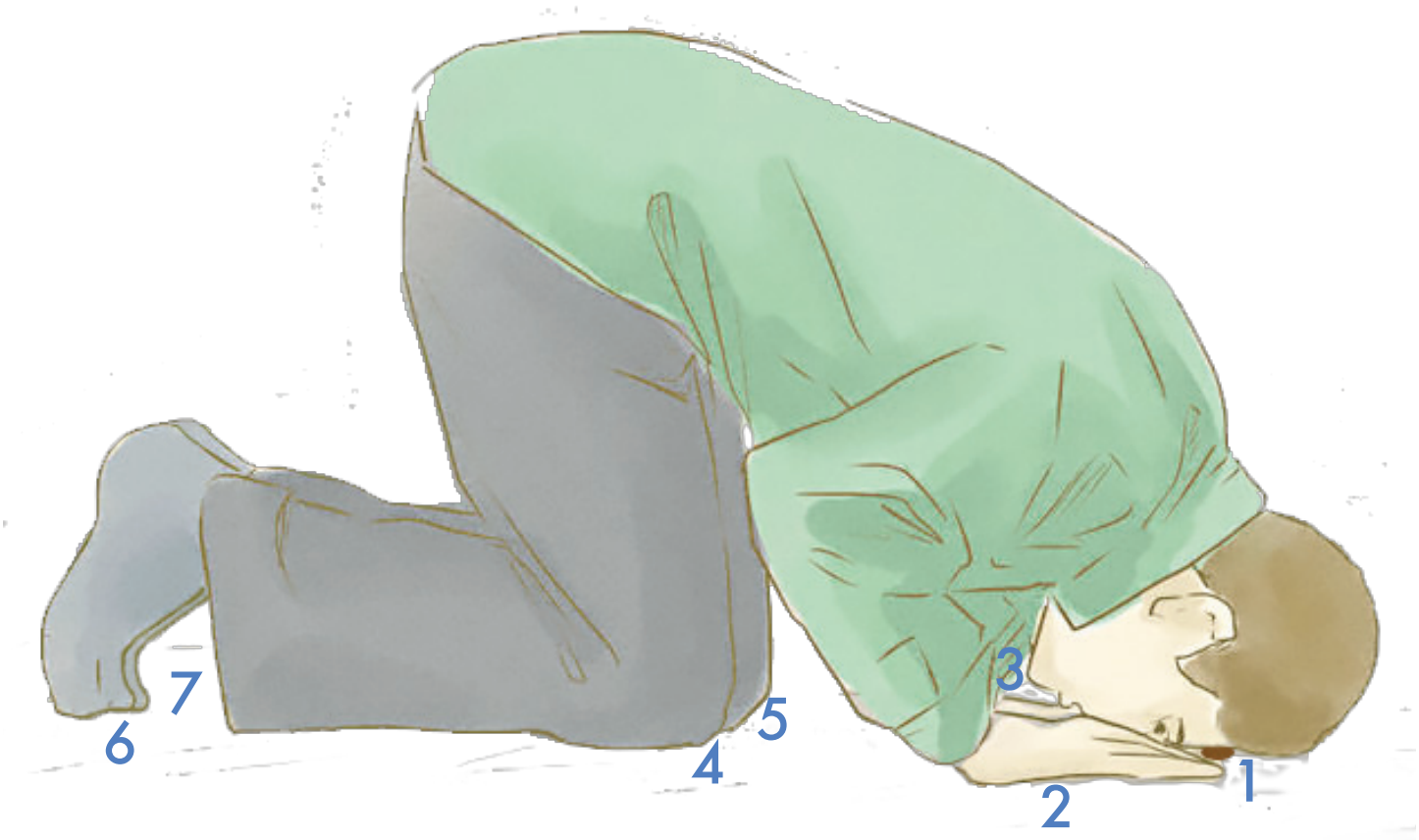


16. Julūs/ Tashahhud/ Salām

Sajdah in Ṣalāh

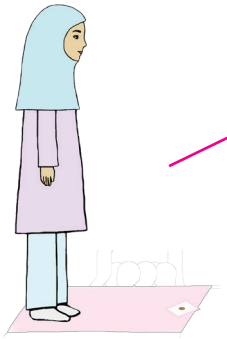
While we are doing sajdah, 7 parts of our body must touch the ground:

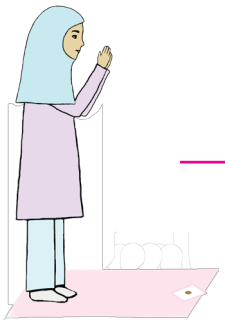
1. The Forehead
2-3. Both Hands
4-5. Both Knees
6-7. Both Big Toes

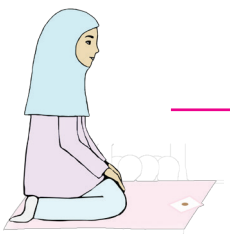


Activity 5.2a: Matching Positions

For every position in prayer, match the name with the drawing.







Qiyām

Takbīratul Iḥrām

Sujūd/Sajdah

Qunūt

Rukūʿ

Julūs/Tashahhud

Activity 5.2b: Number the Actions

Number the actions of the second rakʿah of ṣalāh in their correct order.

1

3

4

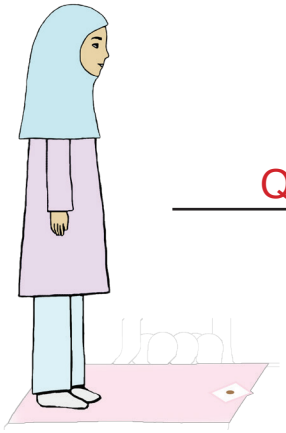
5

2

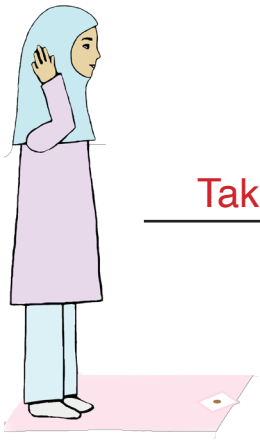
Activity 5.2c: Ṣalāh Positions

Write the name of the ṣalāh position next to the correct image.

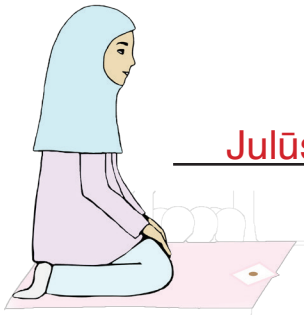
Takbīratul Iḥrām	Sujūd/Sajdah
Qiyām	Julūs/Tashahhud
Rukūʿ	Qunūt



Qiyām

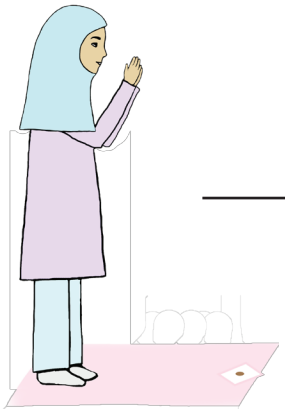


Takbīratul Iḥrām



Julūs/Tashahhud

Sujūd/Sajdah



Qunūt

Rukūʿ

Activity 5.2d: Multiple Choice

Circle the correct answer.

1. What is the very first position in ṣalāh called?
   a. Rukūʾ
   b. Takbīratul Iḥrām
   c. Sajdah

2. Where should you look when in the position of qiyām?
   a. At your feet
   b. At the place of sajdah
   c. At the ceiling

3. Circle the parts that touch the ground in sajdah.
   a. Our forehead
   b. Our tummy
   c. Both hands
   d. Both shoulders
   e. Both knees
   f. Both ears
   g. Both big toes

4. _____ is a position where we are standing straight with our hands on the sides.
   a. Sajdah
   b. Qunūt
   c. Qiyām

5. Between the two actions of sajdah position, we do _____ position.
   a. Julūs
   b. Qunūt
   c. Rukū’

Activity 5.2e: Doll Ṣalāh

Materials:

- Dolls

Procedure:

1. Have students bring in dolls with flexible arms and legs.
2. Teach students the different actions of ṣalāh by having their dolls perform each action the correct way.
3. For each action, say the name of the position (e.g., qiyām, rukūʿ, sajdah, tashahhud, etc.) as well as the recitation (e.g., subḥānallāh, Fātiḥah, etc.).
4. Once students are comfortable with the steps, pick one doll to be the Imām and lead a two-rakʿah prayer for the other dolls.

CHAPTER 6:

ṢAWM (FASTING)

Lesson 6.1: Fasting

Ṣawm = Fasting

Ṣawm/fasting is the 2nd Furūʿ ad-Dīn. Some of the things that we have to stay away from while fasting are eating and drinking from Fajr until Maghrib time. Fajr is before the sun rises. Maghrib is a little after sunset. A person who is fasting makes the niyyah that they are fasting to make Allah (swt) happy and to get closer to Him.

Ṣawm is wājib for those who are bāligh and strong enough to fast in the month of Ramaḍān. The month of Ramaḍān is the holiest month in the Islamic calendar.

Amongst the blessings of this month are:

1. The Noble Qurʾān
2. The Night of Qadr

In this month, every action, whether good or bad, is worth more.

So:

- Reciting the Noble Qurʾān is good at all times, but worth more in this month.
- All bad actions, like lying, are ḥarām at all times, but more in this month.

Ṣawm does not mean just staying hungry and thirsty throughout the day. We should also stay away from what is bad and do even better. Even if you are too young to fast every day, you should still try do good deeds, like helping your parents or reading Qurʿān.

Practice: Duʿāʾ

The following duʿāʾ may be recited at the time of breaking one's fast:

اَللّٰهُمَّ لَكَ صُمْتُ وَ عَلَى رِزْقِكَ اَفْطَرْتُ وَ عَلَيْكَ تَوَكَّلْتُ

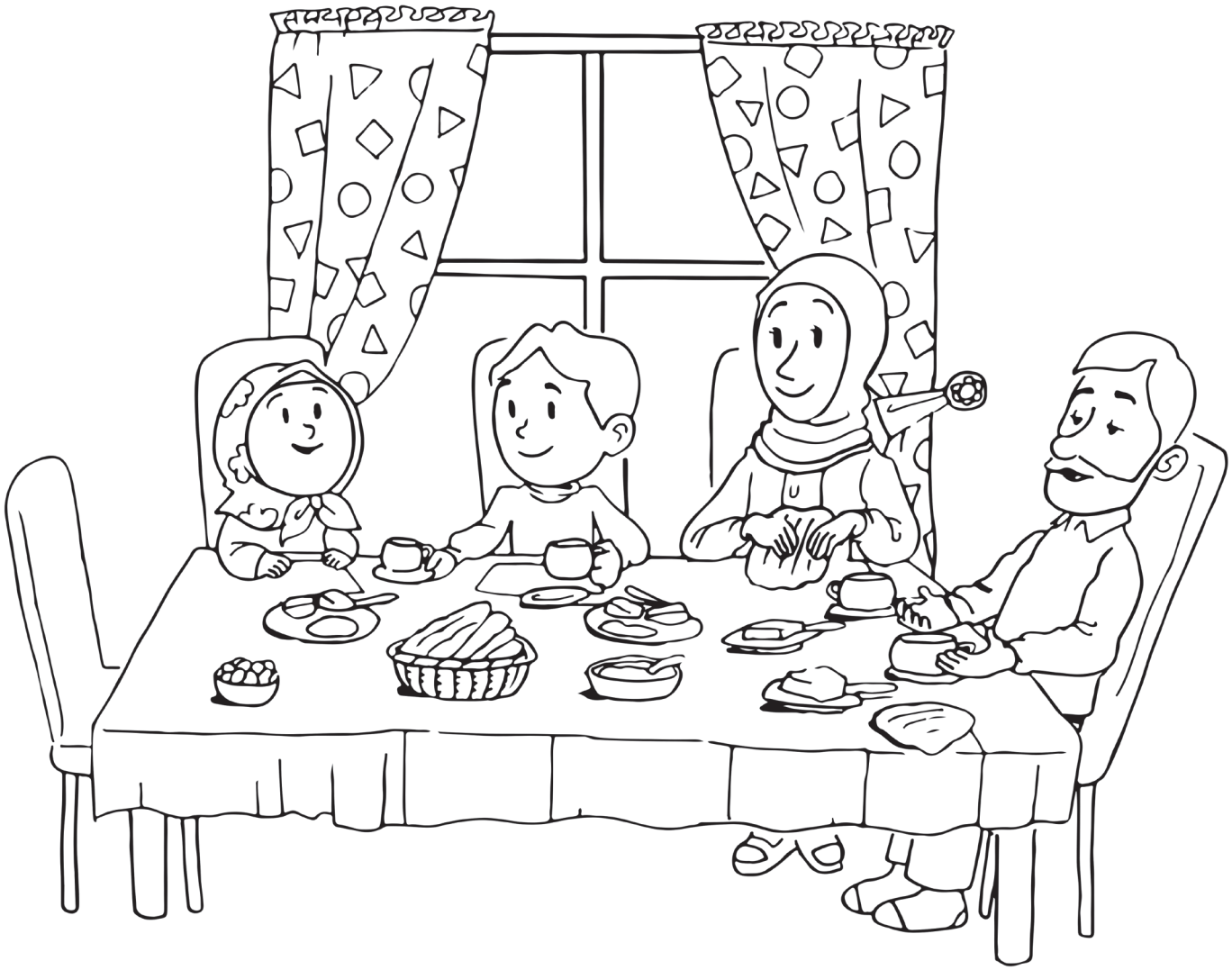
O Allah (swt)! For you, I fast; and with the food you give me, I break my fast, and You are the one who takes care of me.

Activity 6.1a: Thanking Allah (swt)

Your mother and father have been fasting all day, and now it's time for iftār. List a few of your favorite foods that you are going to eat and thank Allah (swt) for.

_____ , _____ , _____ ,

_____ , _____ , _____ ,



Activity 6.1b: Multiple Choice

Circle the correct answer.

1. What does ṣawm mean?
   a. Fasting
   b. Sleeping
   c. Playing

2. Ṣawm is done in the month of _____.
   a. Ramaḍān
   b. Muḥarram
   c. Ṣafar

3. In this month every action good or bad is _____.
   a. Worth more
   b. Worth less
   c. Is the same

4. Amongst the blessings of this month are _____.
   a. The Noble Qurʾān and the Night of Qadr
   b. You lose weight!
   c. You save money on groceries!

5. Ṣawm is from Fajr (before sunrise) until Maghrib (just after sunset).
   a. True
   b. False

CHAPTER 7:

ḤAJJ

Lesson 7.1: Ḥajj

Allah (swt) is our Creator. He does not have a body, and He does not live in a house. There is a place on the earth that Allah (swt) has chosen as His "house" called the Kaʿbah. He does not live in the Kaʿbah, but He wants us to face the Kaʿbah when we pray to Him.

Every day, Muslims face toward the Kaʿbah to offer ṣalāh.

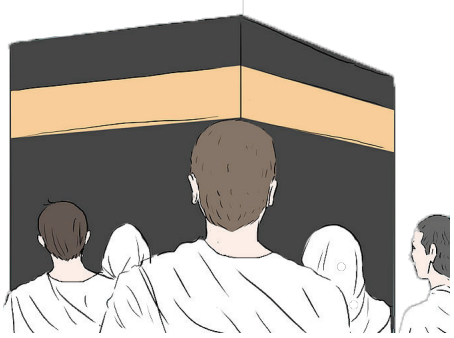
The Kaʿbah is a big square building in the city of Mecca, where Prophet Muḥammad (ṣ) lived. Imām ʿAlī (ʿa) was born in the Kaʿbah. Mecca is a city in Ḥijāz, which is now the country of Saudi Arabia.

Ḥajj is when we visit the "house" of Allah (swt) in Mecca.

Any adult Muslim, who has enough money for a journey to Mecca, must go for Ḥajj once in their lifetime.

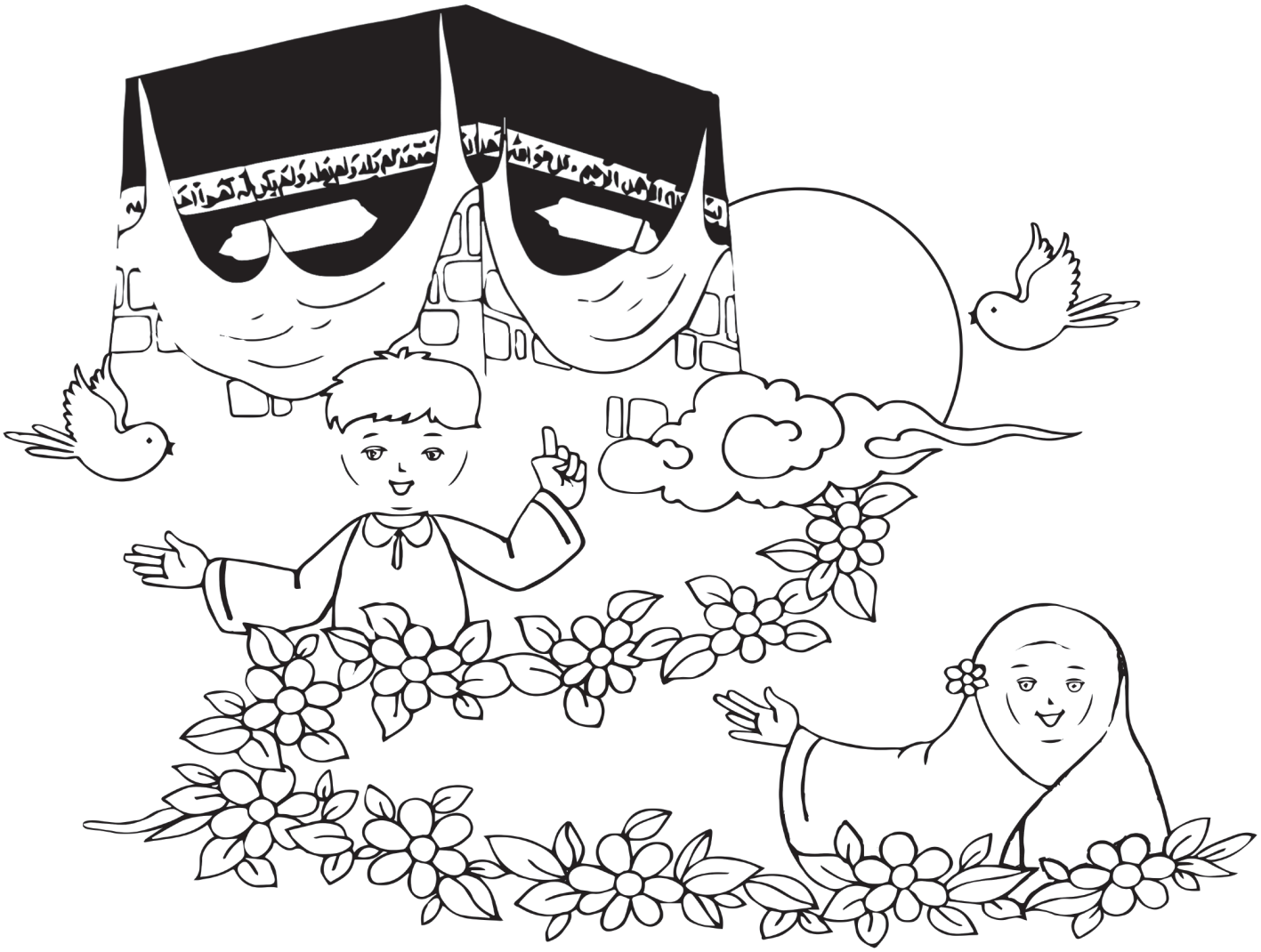
Ḥajj is performed in the month of Dhul Ḥijjah, the last month of the Islamic calendar.

During Ḥajj, everyone wears special white clothes.



Ḥajj is visiting the Kaʿbah in the month of Dhūl Ḥijjah.

Activity 7.1a: Coloring



Inshā' Allāh we can all go for Ḥajj one day!

Activity 7.1b: Fill in the Blank

Fill in the blanks.

1. _____Ḥajj_____ is when we visit the Kaʿbah.

2. Muslims face toward the Kaʿbah when they do _____ṣalāh_____.

3. The Holy Kaʿbah is located in the city of _____Mecca_____.

4. We go for Ḥajj in the month of _____Dhul Ḥijjah_____.

5. During Ḥajj, everyone wears special _____white_____ clothes.

Activity 7.1c: Multiple Choice

Circle the correct answer.

1. The place on earth that Allah (swt) has chosen as His “House” is _____.
   a. Kaʿbah
   b. Medina
   c. Karbala

2. Kaʿbah is a big _____ building in the city of Mecca.
   a. Circle
   b. Oval
   c. Square

3. _____ was born inside the Kaʿbah!
   a. Imām ʿAlī (ʿa)
   b. Imām Ḥasan (ʿa)
   c. Imām Ḥusayn (ʿa)

4. Allah (swt) actually lives in Kaʿbah.
   a. True
   b. False

CHAPTER 8:

NAJĀSAH & ṬAHĀRAH

Teaching Guide 8.1: Najāsah & Ṭahārah

TASK BAR

KEY WORDS

- Najis نَجِسْ
- Ṭāhir طَاهِرْ
- Najāsah نَجَاسَة
- Ṭahārah طَهَارَة

READING

Students can turn to the reading page and follow along.

ACTIVITIES

NAJIS THINGS: Students will identify the things that are najis and need to be made ṭāhir in a special way.

MULTIPLE CHOICE: Students will circle the correct answer for each question.

In this lesson, students will learn about najāsah or impurity. Have students turn to the READING and follow along.

SAY: Since Islam is a way of life, there are rules that we should follow in every area of our lives so we can become closer to Allah (swt). Today, we are going to learn about the laws of najāsah. Does anyone know what this word means or have you heard it before? (Wait and listen for ideas.)

SAY: In Islam, certain things are called najis, which need to be cleaned in a special way. Some najis things are blood, urine, stool, dogs, and pigs. What happens if I touch these things? (Wait and listen for ideas.)

SAY: Good. If I touch one of these things and they are wet, or my hand is wet, then my hand will become najis, and I have to wash it in a special way, especially if I want to offer ṣalāh. Does anyone know what this special way is called? (Wait and listen for ideas.)

SAY: It is called ṭahārah. Can anyone tell me how to make my hand ṭāhir, the opposite of najis, if I have blood on it? (Wait for answers.)

SAY: Good. I can use water to make my hand ṭāhir, by washing it under the sink.

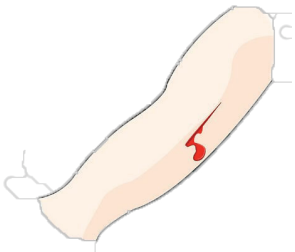
At this time, students can complete the ACTIVITIES in the TASK BAR.

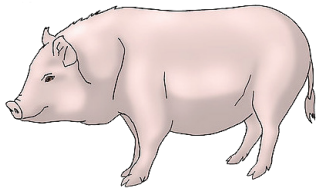
Lesson 8.1: Najāsah & Ṭahārah

Ṭāhir = When something is Islamically clean.

Najis = something that needs to be washed in a special way to make it ṭāhir. Some things are always najis, like dogs.

Examples:





If you touch something that is NAJIS, and it is wet or you are wet, then your hand will become NAJIS, and you have to wash it in a special way.

The special way is called ṬAHĀRAH.

You can make something ṬĀHIR (the opposite of NAJIS) by washing it under running water, like from the faucet.

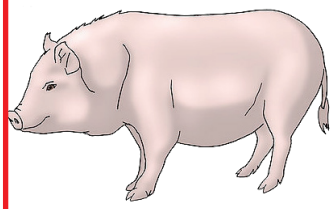
For example, blood is najis. If you get blood on your hand, then you should wash it under the faucet until the blood is gone. Wiping it with a tissue will not make it ṭāhir.

Najis does not always mean something is dirty and something dirty does not always mean that it is najis. So, if you have a cut that's bleeding and put a band-aid on it, it's not dirty, but it is najis. If you get mud on your clothes, you are dirty, but you are not najis.

Activity 8.1a: Najis Things

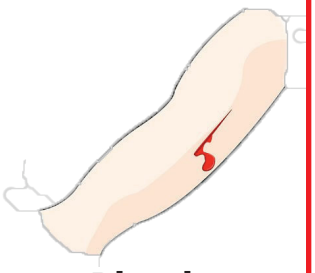
Circle the images of things that are najis.

Cat



Pig

Birds

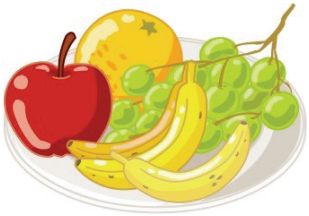


Blood

Dog

Urine and stool

Flies and insects



Fruits

Activity 8.1b: Multiple Choice

Circle the correct answer.

1. What does najis mean?
   a. Something that needs to be clean a certain way to make it ṭāhir.
   b. Something to sleep on
   c. Something to eat

2. What is the opposite of najis?
   a. Najis
   b. Iblīs
   c. Ṭāhir

3. If you touch something najis with your wet hands, your hands become ___.
   a. Ṭāhir
   b. Najis
   c. No big deal

4. You can make something ṭāhir by washing it under ____.
   a. Still water
   b. Running water
   c. Do nothing, you're fine

5. If you get mud on your clothes, you are dirty, but you are not najis.
   a. True
   b. False

HISTORY & ISLAMIC KNOWLEDGE

CHAPTER 1:

ISLAMIC MONTHS

Teaching Guide 1.1: Islamic Months

TASK BAR

KEY WORDS

- Lunar Calendar
- Muḥarram مُحَرَّمْ
- Ṣafar صَفَرْ
- Rabīʿ al-Awwal رَبِيْعَ الْأَوَّلْ
- Rabīʿ al-Ākhir رَبِيْعَ الْآخِرْ
- Jumādā al-Ūlā جُمَادَى ٱلْأُولَى
- Jumādā al-Ākhirah جُمَادَى ٱلْآخِرَة
- Rajab رَجَبْ
- Shaʿbān شَعْبَانْ
- Shahr Ramaḍān شَهْر رَمَضَانْ
- Shawwāl شَوَّالْ
- Dhul Qaʿdah ذُوْ الْقَعْدَة
- Dhul Ḥijjah ذُوْ الْحِجَّة

READING

Students can follow along with their teacher by turning to the Islamic Months reading page.

SONG

Play the months of Islam song: http://tinyurl.com/y2z64dpd

ACTIVITIES

Students will answer learn about the phases of the moon, answer questions, and put the Islamic months in order.

In this lesson, students will learn the names of the Islamic months, in order, based on the lunar calendar.

SAY: Today, we are going to learn about the Islamic months. The months are not the same as January-December. In Islam, we have other special months based on the lunar calendar, which is based on where the moon is in relation to the Earth. The other calendar, January-December, is based on the solar calendar. Does anyone want to guess what that calendar may be based on? (Wait and listen for ideas until the Sun is mentioned.)

At this time, students can turn to the READING located in the TASK BAR.

SAY: Good. The solar calendar is based on the relationship of the Sun to the Earth. Since the Islamic months follow the lunar calendar, we use the shape of the Moon to know which day of the month it is. The Islamic month has 29 or 30 days. Each month starts when we can see the new moon in the sky. I am going to say the names of the Islamic months in order, and I want you to repeat them after me.

Make sure students try to pronounce the names of the months correctly.

1. Muḥarram
2. Ṣafar
3. Rabīʿ al-Awwal
4. Rabīʿ al-Ākhir
5. Jumādā al-Ūlā
6. Jamādā al-Ākhirah
7. Rajab
8. Shaʿbān
9. Shahr Ramaḍān
10. Shawwāl
11. Dhul Qaʿdah
12. Dhul Ḥijjah

You can now play the SONG in the TASK BAR and have the students do the ACTIVITIES located in the TASK BAR.

Lesson 1.1: Islamic Months

In Islam, we have special months that follow the lunar (moon) calendar, as opposed to the solar (sun) calendar.

To follow the lunar calendar, we use the shape of the moon to find out which day of the month it is.

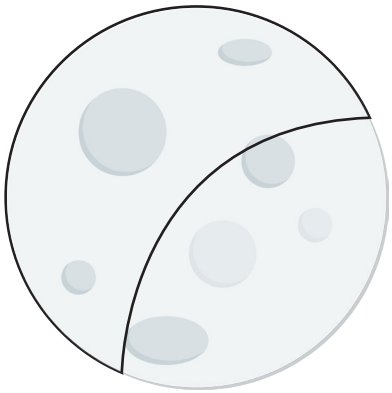
An Islamic month can have 29 or 30 days, while a solar calendar month usually has 30 or 31 days. The Islamic months are:

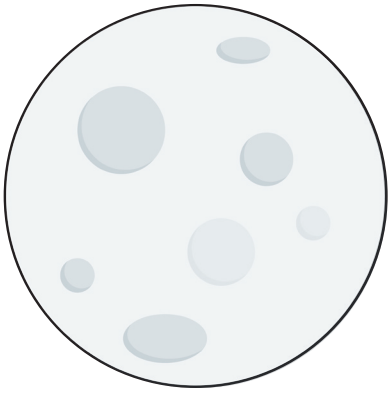
1. Muḥarram
2. Ṣafar
3. Rabīʿ al-Awwal
4. Rabīʿ al-Ākhir
5. Jumādā al-Ūlā
6. Jamādā al-Ākhirah
7. Rajab
8. Shaʿbān
9. Shahr Ramaḍān
10. Shawwāl
11. Dhul Qaʿdah
12. Dhul Ḥijjah

Activity 1.1a: Phases of the Moon

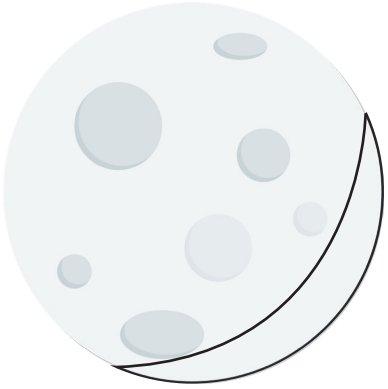
Color inside the solid lines to show the phases of the moon. Leave the New Moon one blank to show how we don't see the New Moon.

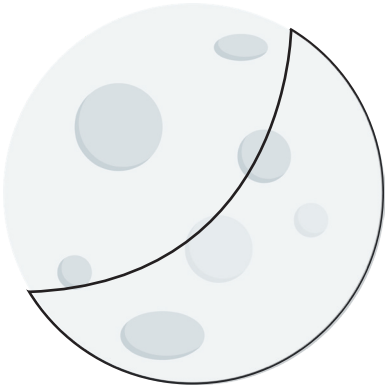
New Moon





Full Moon





Activity 1.1b: Multiple Choice

Circle the correct answer.

1. In Islam we follow the
   a. Solar (sun) calendar
   b. Lunar (moon) calendar
   c. Star calendar

2. How many days are there in an Islamic month?
   a. 30 or 31 days
   b. 29 or 30 days
   c. 100 days

3. How many months are there in the Islamic calendar?
   a. 200
   b. 12
   c. 1

4. What is the 1st Islamic month?
   a. Muḥarram
   b. Rajab
   c. Shawwāl

5. What is the name of the month in which we do ṣawm (fasting)?
   a. Muḥarram
   b. The month of Ramaḍān
   c. Sha'bān

6. Which month do we go for Ḥajj?
   a. The month of Ramaḍān
   b. Sha'bān
   c. Dhul Ḥijjah

Activity 1.1c: Cut & Paste

Cut out the names of the Islamic months from the next page and paste them in the correct order.

1	2	3
4	5	6
7	8	9
10	11	12

Shahr Ramaḍān

Shaʿbān

Jumādā al-Ūlā

Jumādā al-Ākhirah

Rabīʿ al-Awwal

Dhul Qaʿdah

Dhul Ḥijjah

Shawwāl

Muḥarram

Ṣafar

Rabīʿ al-Ākhir

Rajab

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CHAPTER 2:

A REVIEW OF THE INFALLIBLES

Teaching Guide 2.1: 14 Maʿṣūmīn

TASK BAR

KEY WORDS

- Ahlul Bayt أَهْلُ ٱلْبَيْتْ
- Maʿṣūmīn مَعْصُومِيْنْ
- Cloak
- Kisā كِسَاءْ
- Ahlul Kisāʾ أَهْلُ الْكِسَاءْ
- Aʾimmah أَئِمَّة

READING

Students can turn to the Maʿṣūmīn reading page and follow along as you read to them.

ACTIVITIES

COLORING: Students will color the flowers that have the names of the 14 Maʿṣūmīn.

MULTIPLE CHOICE: Students will choose the correct answer for each question.

ART EXTENSION: Students will make a "12 Imāms Clock" to help them learn the Imāms in order.

In this lesson, students will review the Maʿṣūmīn. They will also touch upon the concept of ʿiṣmah (infallibility), which is the state where Allah (swt) protects someone from sins. A maʿṣūm is someone who is near to Allah (swt) and chooses not to sin because of their knowledge and special protection, or ʿiṣmah, from Allah (swt).

SAY: In this chapter, we are going to talk about the Prophet's family. Does anyone remember what the Prophet's family is called? (Wait for answers.)

SAY: Prophet Muḥammad's family is known as the "Ahlul Bayt (ʿa)." Can everyone say that with me? (Listen as students try to say "Ahlul Bayt (ʿa).")

SAY: Allah (swt) gives the Ahlul Bayt (ʿa), or the family of the Prophet (ṣ), a very special place in Islam. They are very close to Allah (swt) and love Him so much that they never did one bad thing in their lives. These people are called Maʿṣūmīn. The Maʿṣūmīn are special people who always listen to Allah (swt) and never do anything against His wish and were chosen for His special gifts. All the Prophets, including Prophet Muḥammad (ṣ) and his family, the Ahlul Bayt (ʿa), are Maʿṣūmīn. Why do you think Allah (swt) wants us to know about the Maʿṣūmīn? (Wait for answers and ideas.)

SAY: Allah (swt) is so nice that He wanted to give us an example in order to teach us and show us how He expects us to behave.

At this time, students can turn to the READING in the TASK BAR.

SAY: Maʿṣūmīn means those who can, but do not commit any sin. A sin is a bad deed that Allah (swt) does not like. The Maʿṣūmīn are people of the Ahlul Bayt (ʿa) that Allah (swt) talks about in the Qurʾān in Sūrah al-Aḥzāb, Verse 33:

"Surely, Allah (swt) desires to repel all impurity from you, O Ahlul Bayt (ʿa) (people of the house), and purify you with a thorough purification."

This verse from the Qurʾān was revealed during the event of the cloak or kisā', which we learned about last year. All the Prophets were ma'ṣūm, but we are going to learn about 14 special Maʿṣūmīn: Prophet Muḥammad (ṣ), Sayyidah Fāṭimah (ʿa), and the 12 Imāms (ʿa). We have to try our best to learn about them and their lives, in order to understand how to live our lives so we can be close to Allah (swt)!

Students can do the ACTIVITIES located in the TASK BAR.

Lesson 2.1: 14 Maʿṣūmīn

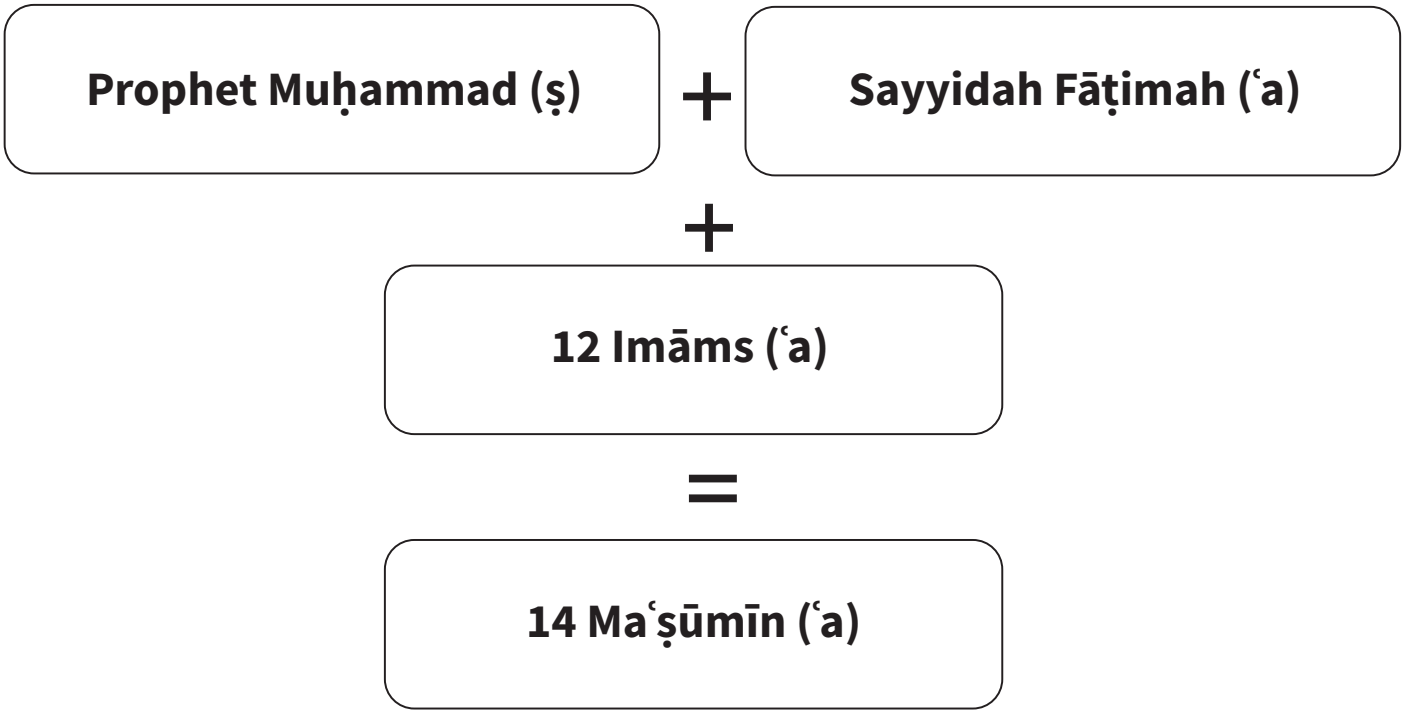
The Maʿṣūmīn = People that always do what Allah (swt) wants perfectly. They never sin and do everything in the best way. They were chosen by Allah (swt) to guide us.

These are the Ahlul Bayt (ʿa) (People of the House) whom Allah (swt) refers to in the Qurʾān in Sūrah al-Aḥzāb, Verse 33:

“Surely, Allah (swt) desires to repel all impurity from you, O Ahlul Bayt (ʿa) (people of the house), and purify you with a thorough purification.” (33:33)

This āyah was revealed when Sayyidah Fāṭimah (ʿa), her father Prophet Muḥammad (ṣ), her husband Imām ʿAlī(ʿa), and her two sons Imām Ḥasan (ʿa) and Imām Ḥusayn (ʿa), were under the kisāʾ. The 12 Imāms are also a part of the 14 Maʿṣūmīn.

In the āyah, Allah (swt) tells us that the people of the house, and not just those under the cloak, are pure of sins. They always do what’s right.



Activity 2.1a: Coloring

Only color in the flowers with the names of the 14 Maʿṣūmīn inside of them.

Activity 2.1b: Multiple Choice

Circle the correct answer.

1. What does Maʿṣūmīn mean
   a. Those who do sin
   b. Those who do lots of homework
   c. Those who never sin and do everything in the best way

2. There are _____ Maʿṣūmīn
   a. 14
   b. 5
   c. 124,000

3. The Maʿṣūmīn consist of
   a. Prophet Ādam (ʿa) + Prophet Dāwūd (ʿa) + 12 Imāms (ʿa)
   b. Prophet Muḥammad (ṣ) + Sayyidah Fāṭimah (ʿa) + 12 Imāms (ʿa)
   c. Prophet Sulaymān (ʿa) + 13 Imāms (ʿa)

4. What does Ahlul Bayt mean?
   a. People of the House
   b. People of the Cave
   c. People of the Tree

5. The Maʿṣūmīn were chosen by ____ to guide us.
   a. Prophet Ādam (ʿa)
   b. Angel Jabrāʾīl
   c. Allah (swt)

Activity 2.1c: Art Extension

12 Imāms Clock

Materials:

- Pie plates
- Colored construction paper (or the arrows template on the next page)
- Scissors
- Glue
- Brads
- Markers

Procedure:

1. Color and decorate the pie plate; write the numbers 1-12 like a clock.
2. Draw and cut out 12 arrows (either from construction paper or the template). On each arrow, write the name of each Imām.
3. Arrange the arrows at the center of the clock so that they are pointing to the correct number. For example, Imām ʿAlī (ʿa) should be pointing toward the 1, Imām Ḥasan (ʿa) toward the 2, and so on.
4. Poke a hole through the center of the plate and the end of all of the arrows and place a brad to hold them in place.

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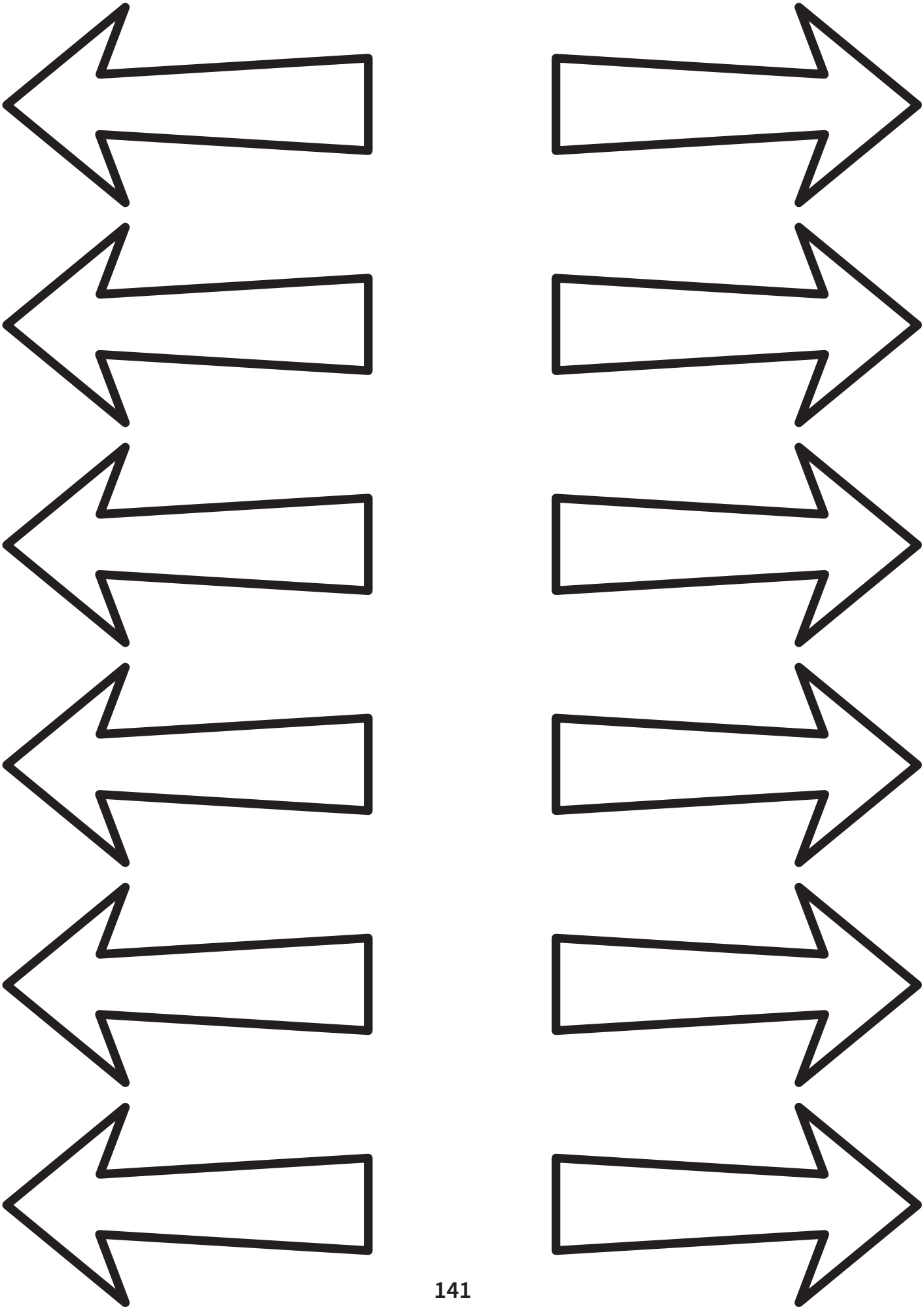

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Teaching Guide 2.2: Ahlul Kisāʾ

TASK BAR

STORY TIME
Read "The Story of the Cloak" to the students. Pause and ask questions along the way. Then, discuss the story as a class.

ACTIVITIES
WORKSHEETS: Students will number the scenes from the story in order, complete a word search with the names of the Ahlul Kisāʾ, and answer quesitions.

MEDIA
You can show students this reenactment of Ḥadīth al-Kisā':
http://tinyurl.com/y2bbcroa

PERFORMANCE
After reading the story, select 7 students to act out the story and 2 students to hold up a blanket. One student will be the narrator, 5 will be the Ahlul Kisāʾ, and one will be Angel Jabrāʾīl. Have the narrator narrate what happens as each student goes underneath the blanket.

In this lesson, we will take a detailed look at the first five of the Maʿṣūmīn and explore why they are also referred to as the "Ahlul Kisāʾ" or "People of the Cloak."

SAY: Does anyone remember what Maʿṣūmīn means or who they are? (Wait for answers.)

SAY: Good. Maʿṣūmīn are those people who always listen to Allah (swt) and never do anything He doesn't like. The Maʿṣūmīn include the Prophet Muḥammad (ṣ) and his Ahlul Bayt (ʿa) or family. Who remembers how many Maʿṣūmīn we are learning about? (Wait for answers.)

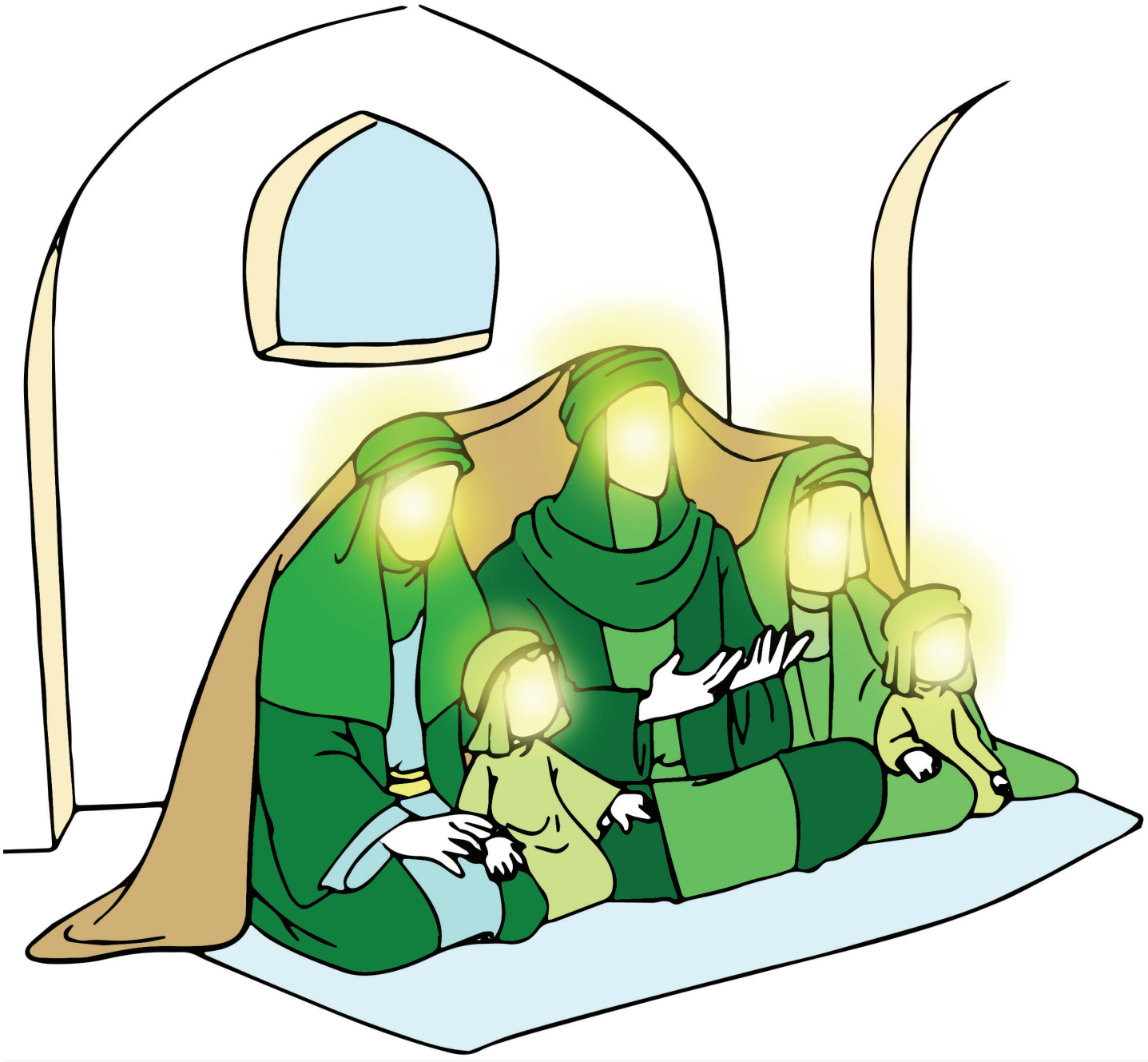
SAY: Yes, we are learning about 14. Today, we are going to learn about the first 5 of the Maʿṣūmīn because they lived earlier when the Prophet (ṣ) started sharing the message of Allah (swt). The first 5 of the Maʿṣūmīn are also known as the "Ahlul Kisāʾ" or "People of the Cloak." Can anyone guess why the first 5 may be called the "Ahlul Kisāʾ" or "People of the Cloak?" What do you think a cloak has to do with these special people? (Wait for ideas.)

SAY: We are going to read a story that will tell you who the first 5 people are and why they are called "Ahlul Kisāʾ". This is a real story, which means what happens in the story actually happened in real life, a long time ago. Please listen very carefully for the names of the 5 people.

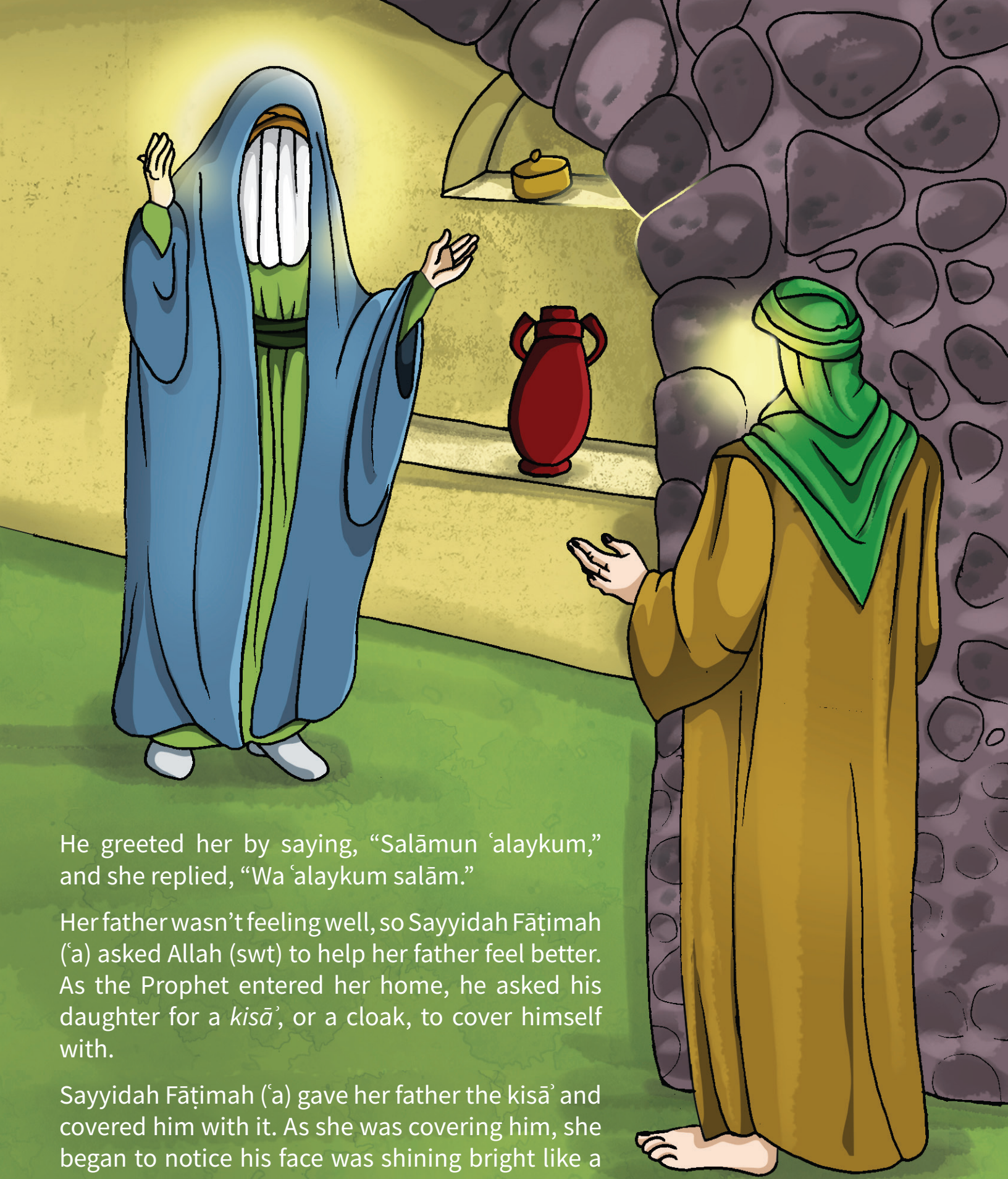
Please follow the directions for STORY TIME, located in the TASK BAR.

After the STORYTIME, students can work on the ACTIVITIES in the TASK BAR. You can show the video under MEDIA and then have the students do the PERFORMANCE.

Lesson 2.2: The Story of the Kisāʾ (Cloak)



Once upon a time long ago, in Medina, Sayyidah Fāṭimah (ʿa) heard a knock at the door. She opened it and was delighted to see her father, Prophet Muḥammad (ṣ).



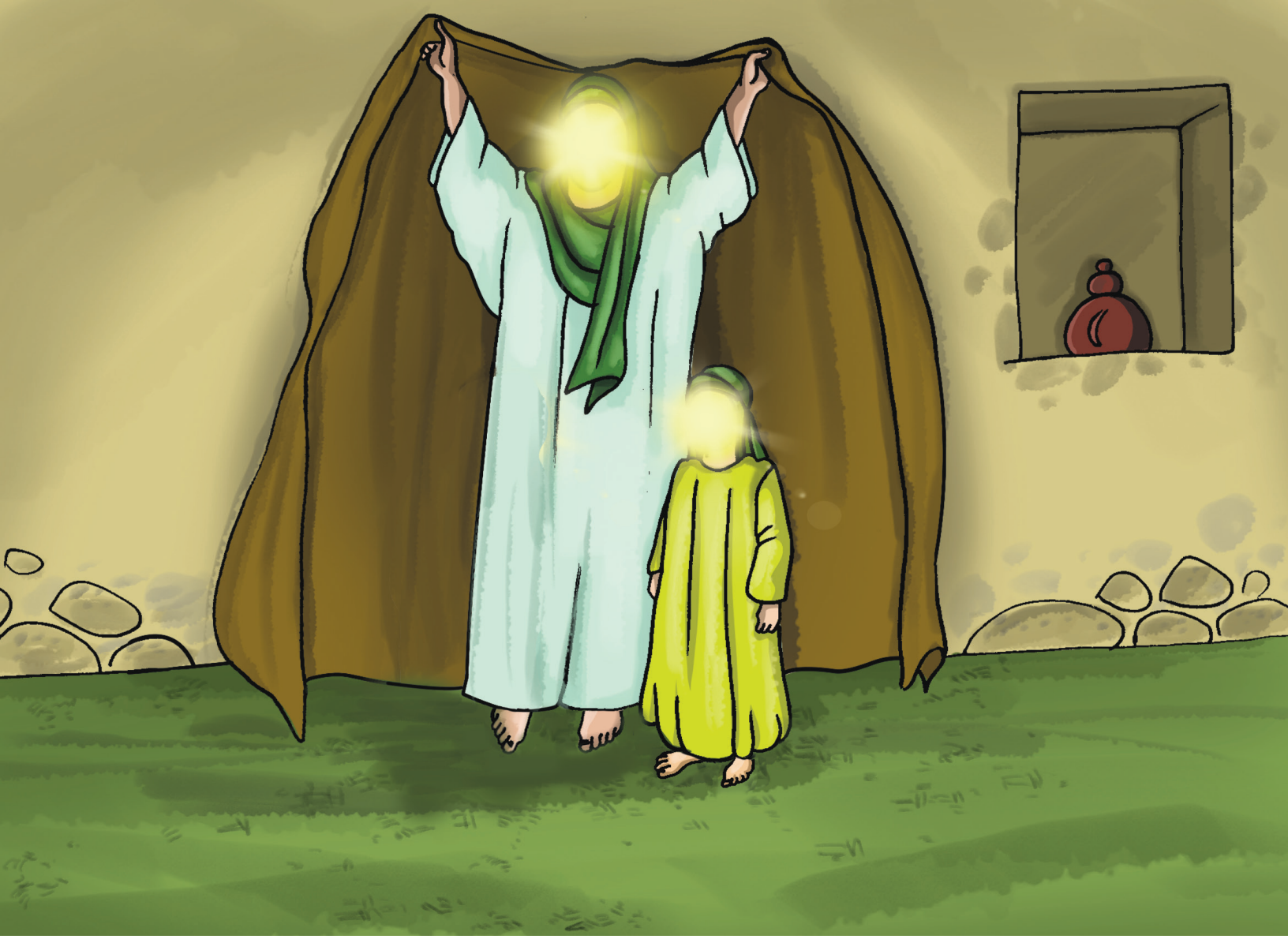
He greeted her by saying, “Salāmun ʿalaykum,” and she replied, “Wa ʿalaykum salām.”

Her father wasn’t feeling well, so Sayyidah Fāṭimah (ʿa) asked Allah (swt) to help her father feel better. As the Prophet entered her home, he asked his daughter for a *kisāʾ*, or a cloak, to cover himself with.

Sayyidah Fāṭimah (ʿa) gave her father the kisāʾ and covered him with it. As she was covering him, she began to notice his face was shining bright like a full moon!

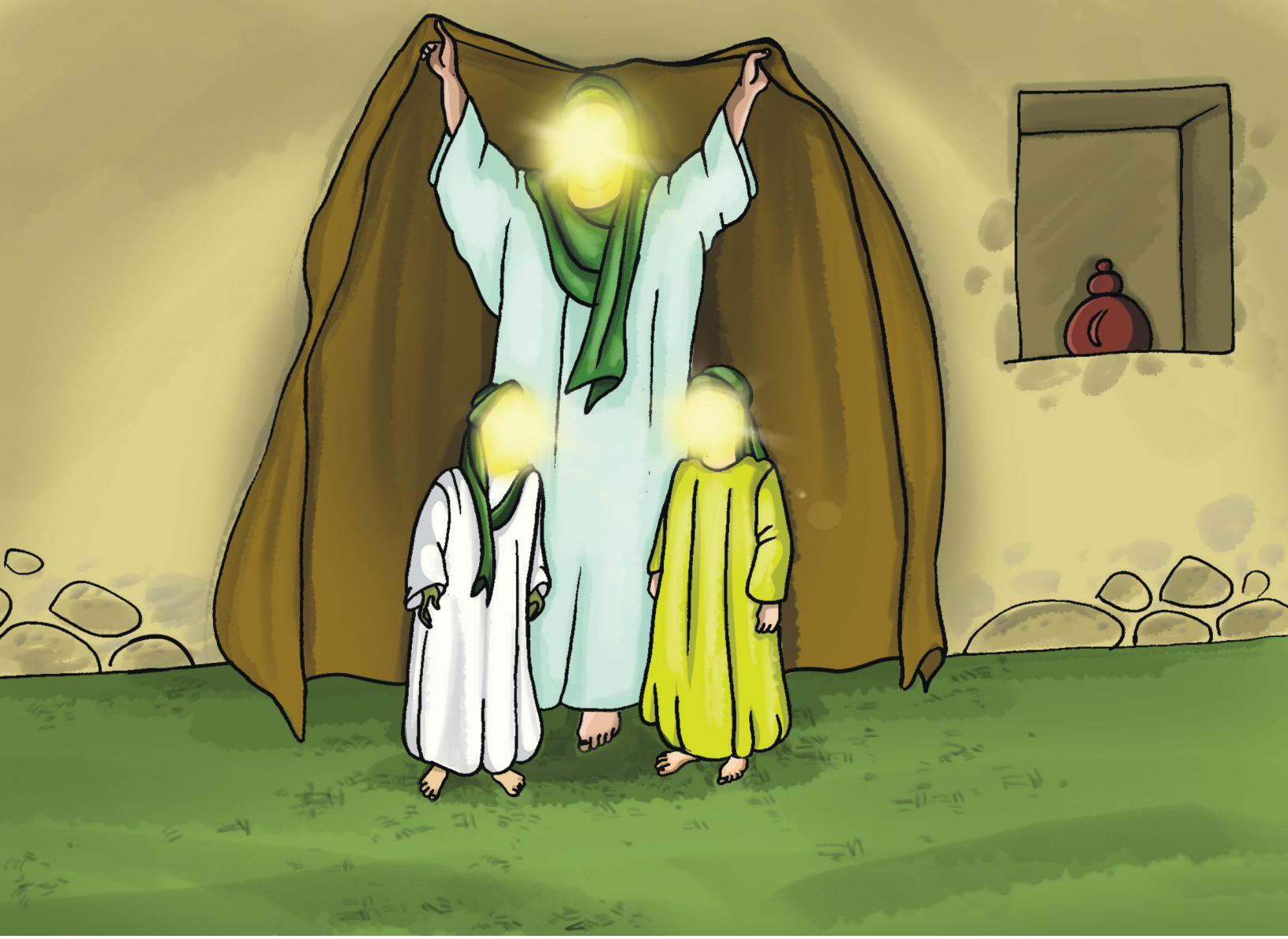
After some time, Sayyidah Fāṭimah's son Imām Ḥasan (ʿa) came in with such excitement and said, "Salāmun ʿalaykum, O Mother, what is that sweet smell? Is it my grandfather?" She replied, "Waʿalaykum salām, O apple of my eyes and my heart's delight. Yes, he is resting underneath the kisāʾ."

Imām Ḥasan (ʿa) then went to the kisāʾ and greeted his grandfather, "Salāmun ʿalaykum, O Grandfather, can I come inside the kisāʾ with you?" His grandfather replied, "Wa ʿalaykum salām, my love, yes, please come under the kisāʾ with me."



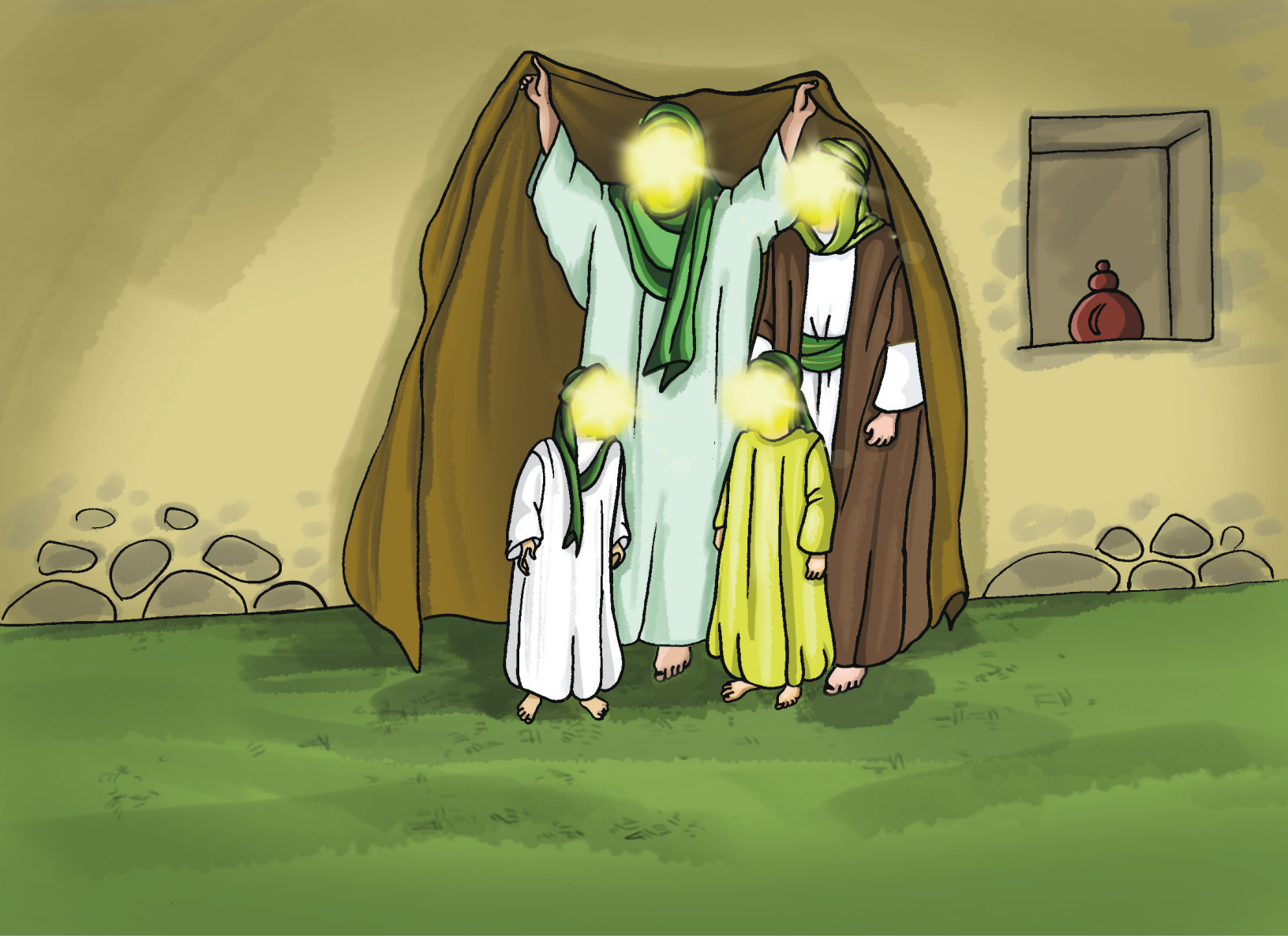
Then, after a while, her other son Imām Ḥusayn (ʿa) came rushing into the room and exclaimed, “Salāmun ʿalaykum, O Mother, is that sweet perfume in the air my grandfather?” Sayyidah Fāṭimah (ʿa) replied, “Wa ʿalaykum salām, O apple of my eyes, and my heart’s delight. Yes, he is under the kisāʾ.”

Imām Ḥusayn (ʿa) then went to the kisāʾ and said, “Salāmun ʿalaykum, O Grandfather, may I please come in?” The Prophet (ṣ) replied with kindness, “Wa ʿalaykum salām, my love. Yes, please come in.”



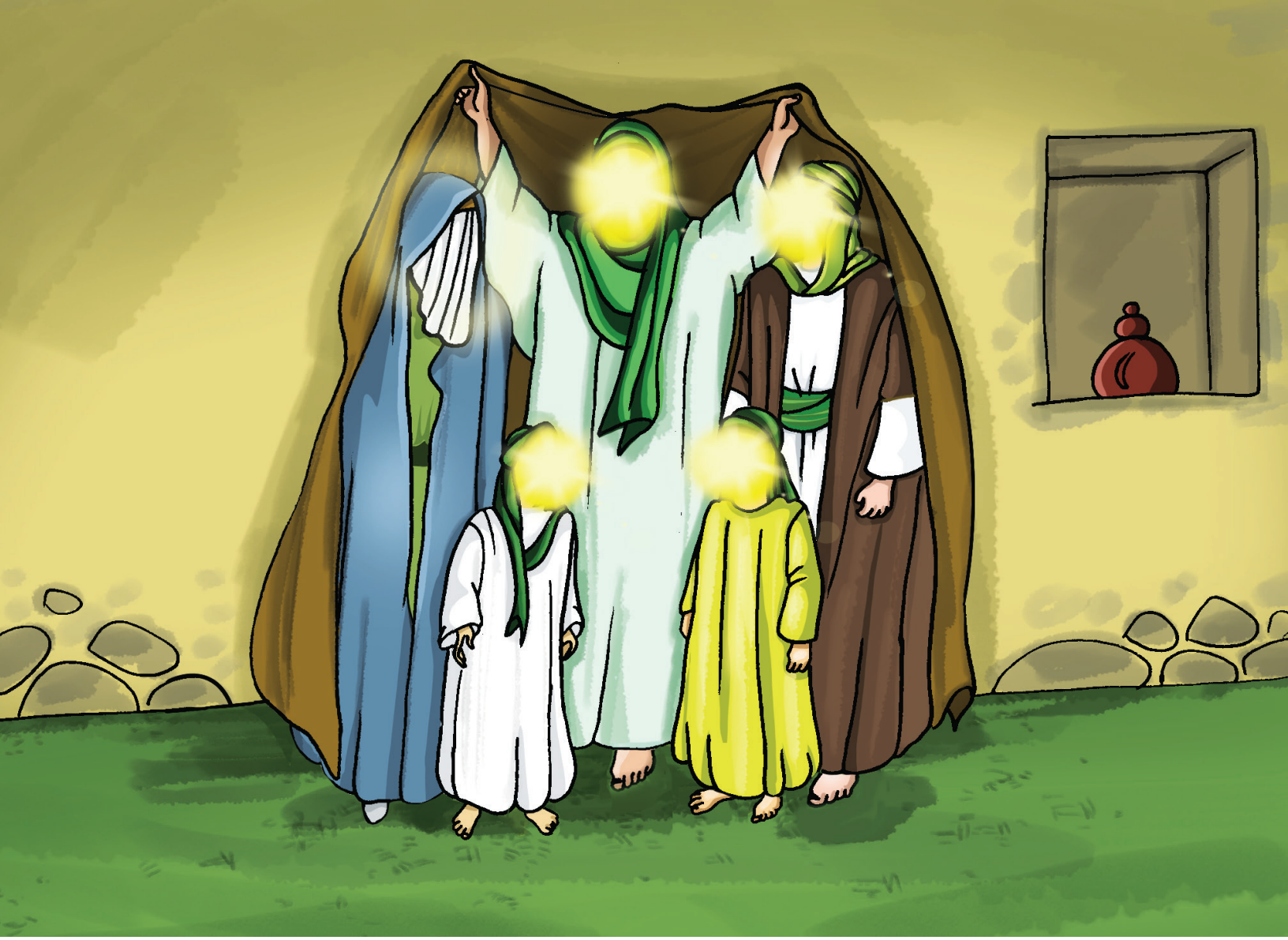
Soon after Imām ʿAlī (ʿa), walked over to his wife and said, “Salāmun ʿalaykum, O Daughter of the Prophet (ṣ). I smell the sweetness of my brother and cousin, the Prophet of Allah (ṣ).”

Sayyidah Fāṭimah (ʿa) replied, “Wa ʿalaykum salām. Yes, you are right, O Leader of the Muslims. My father is under the kisāʾ with our two sons.”



Imām ʿAlī (ʿa) walked over to the kisāʾ and said, “Salāmun ʿalaykum, O Prophet of Allah (ṣ), may I come under the kisāʾ?” The Prophet (ṣ) replied, “Waʿalaykum salām. Yes, O leader after me, please come in.”

Sayyidah Fāṭimah (ʿa) looked over and saw that her two sons, husband, and father were all under the kisāʾ. She then walked toward the kisāʾ and asked her father, “O my dear father, may I come under the kisāʾ, too?” The Prophet of Allah (ṣ) replied, “Yes, my daughter, please come.”



As soon as she entered, her father held both ends of the kisāʾ and raised his right hand toward the heavens and said the following duʿāʾ :

“O Allah (swt), these are the people of my family Ahlul Bayt (ʿa). They are very special to me. Whoever hurts them, hurts me, too. Whoever makes them sad, makes me sad, too. I don’t like the people who don’t like them. I love the people who love them. I am the enemy of their enemies, and I am the friend of their friends. They are a part of me, and I am a part of them. O Allah (swt)! Send Your most special blessings and gifts upon me and upon them. And remove all impurity from them and keep them thoroughly pure.”

In the Heavens, the Almighty Allah (swt) said to his angels, “O My angels! I have created the sky, the big earth, the bright moon, the shining sun, the spinning planets, the flowing seas, and the sailing ships for the love of these five people lying underneath the kisāʾ.”

Angel Jabrāʾīl asked, “O Allah (swt)! Who are those people under the kisāʾ?”

Allah (swt) answered, “They are Sayyidah Fāṭimah (ʿa), her father, her husband, and her two sons. They are the family of Prophet Muḥammad (ṣ) who will tell people about my message.”

“O my Lord,” Angel Jabrāʾīl asked, “Will You allow me to go down to Earth to be the sixth person under the kisāʾ?”

Allah (swt) the Almighty said, “Yes, I allow you.”

Angel Jabrāʾīl went down and greeted them, “Salāmun ʿalaykum, O Allah’s Messenger (ṣ)! The Most High (Allah (swt)) sends His special salāms to you, and says, ‘By My Greatness, I promise that I have only created the beautiful sky, large earth, glowing moon, shining sun, spinning planets, flowing oceans, and sailing ships for your sake and for your love.’”

“He also allowed me to join you (under this kisāʾ). Will you, O Allah’s Messenger (ṣ), allow me?”

Prophet Muḥammad (ṣ) replied, “Wa ʿalaykum salām, O Angel Jabrāʾīl. Yes, I allow you.”

So, Angel Jabrāʾīl joined them under the kisāʾ. He said to the Prophet (ṣ), “Allah (swt) has said that He wishes to keep away impurities from you, Ahlul Bayt (ʿa), and to purify you with a complete purification.”

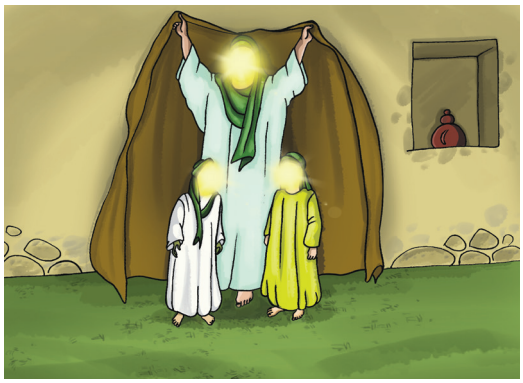
The Prophet (ṣ) said, “I swear by Allah (swt) that whenever this story of the kisāʾ is mentioned in a gathering of our believers and lovers, Allah (swt) will certainly shower His blessings and gifts down on them, and the Angels will surround them and ask for forgiveness for them until they leave that gathering.”

Imām ʿAlī (ʿa) then said, “Verily, by the Lord of Kaʿbah, we and our followers are the winners and the blessed, in this world and the next!”

This beautiful event of Sayyidah Fāṭimah (ʿa) and the Ahlul Bayt (ʿa) came to be known as the story of the kisāʾ.

Activity 2.2a: Story in Order

Number the pictures from the story in order.



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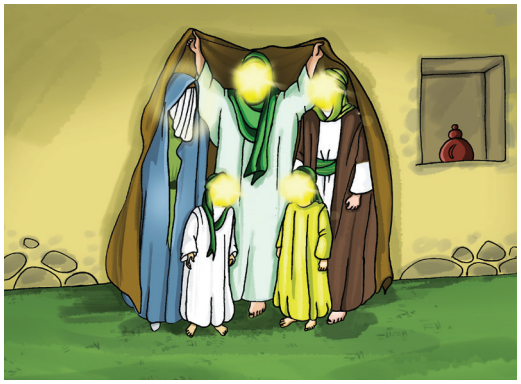

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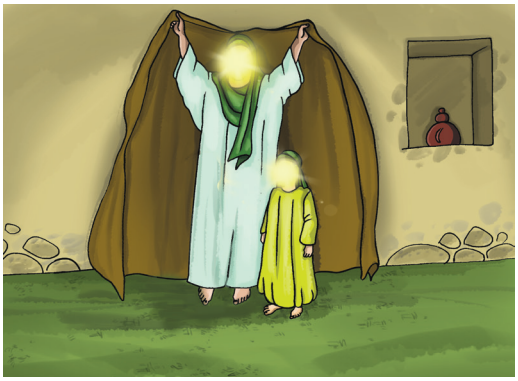

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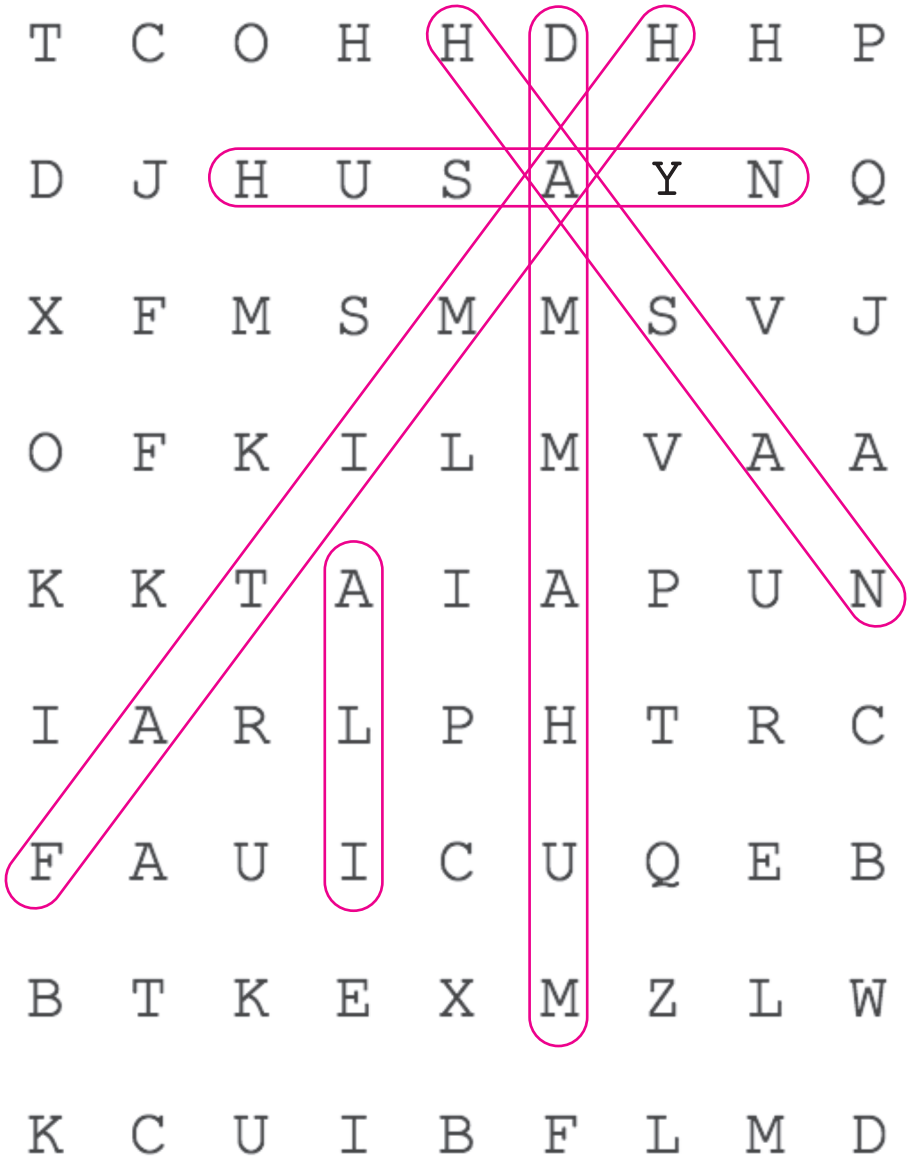
Activity 2.2b: Wordsearch

Find the names of the Ahlul Bayt (ʿa) in the word search below.



MUHAMMAD ALI FATIMAH

HASAN HUSAYN

*Please note that diacritic marks (e.g., ā, ī, ḥ) are not used for this word search. Instead, find the words without the marks.

Activity 2.2c: Multiple Choice

Circle the correct answer.

1. How many people are in the Story of the Cloak?
   a. 200
   b. 5
   c. 1

2. The Story of the Cloak took place
   a. At the home of Sayyidah Fāṭimah (ʿa)
   b. At the home of Prophet Muḥammad (ṣ)
   c. Inside the Kaʿbah

3. Circle the names of the people who were under the cloak
   a. Prophet Ādam (‘a)
   b. Prophet Dawūd (‘a)
   c. Prophet Muḥammad (ṣ)
   d. Imām ‘Alī (‘a)
   e. Imām al-Bāqir (‘a)
   f. Sayyidah Fāṭimah (‘a)
   g. Prophet Yūnus (‘a)
   h. Imām Ḥasan (‘a)
   i. Imām Ḥusayn (‘a)

CHAPTER 3:

THE FIRST 7 MAʿṢŪMĪN

Lesson 3.1: Prophet Muḥammad (ṣ)

Name:	Muḥammad (ṣ)
Title:	Aṣ-Ṣādiq (the Truthful) and al-Amīn (the Trustworthy)
Birth:	17th Rabīʿ al-Awwal in Mecca
Father:	ʿAbdullāh
Mother:	Āminah
Wafāt:	28th Ṣafar, 11 AH
Buried:	Masjid an-Nabī, Medina

Birth and Childhood

Our final Prophet, Prophet Muḥammad (ṣ), was born in Mecca on the 17th of Rabīʿ al-Awwal. He was the son of ʿAbdullāh and Āminah. His father, ʿAbdullāh, sadly died a few days before his birth and never got a chance to see his newborn son.

Āminah, the mother of the Noble Prophet (ṣ), asked a kind and pious lady named Ḥalīmah to take care of her son so that he could be brought up in the open and healthy country air.

Prophet Muḥammad (ṣ) spent the first five years of his life with Ḥalīmah and then he was returned to his mother, Āminah.

When he was about seven years old, his mother took him to Medīna for a few days. On their journey back, she became ill and passed away. Prophet Muḥammad (ṣ) was very sad. He had now lost his father and mother. He was an orphan.

His grandfather, ʿAbdul Muṭṭalib, took care of him. ʿAbdul Muṭṭalib loved his grandchild very much and was very kind to him. However, he too, died after two years. It was very difficult for a young boy to lose so many people that he loved.

However, even though he was sad, Prophet Muḥammad (ṣ) still trusted Allah (swt).

Prophet Muḥammad (ṣ) began to live with his uncle, Abū Ṭālib, and aunt, Fāṭimah (ʿa), daughter of Asad. They loved Prophet Muḥammad (ṣ) as if he was their own son. When Abū Ṭālib used to go on business trips, he would take young Prophet Muḥammad (ṣ) with him so he could learn about business.

Character and Marriage

Prophet Muḥammad (ṣ), even as a young man, was very honest with people. People used to call him as-Ṣādiq (the truthful) and al-Amīn (the trustworthy).

It was because of his kindness and honesty that a very rich lady named Khadījah asked him to marry her. The Prophet (ṣ) agreed and they got married and lived together in a way that would make Allah (swt) very happy.

Prophet Muḥammad (ṣ) never worshiped idols like the other people. An idol is something people make themselves and then pray to it. Sometimes he would go into a cave on Mount Hira and think about Allah's creations.

The Prophet (ṣ) used to get sad when he saw the people in Mecca praying to idols, fighting and cheating one another.

Prophethood

One day when he was in the cave, Angel Jabrāʾīl came down by Allah's command and told Prophet Muḥammad (ṣ) that he should announce to the people that he has been chosen by Allah (swt) to become the final Prophet and Messenger to teach and spread the religion of Islam.

Prophet Muḥammad (ṣ) advised people to stop worshiping idols and making bad choices. He taught them to worship only Allah (swt), who has created the Heavens, the Earth, and human beings!

He also taught them about the Day of Judgment, when everyone will get rewarded or punished for their good and bad choices.

His wife Lady Khadījah (ʿa) and his cousin Imām ʿAlī (ʿa) were the first people to believe in Allah (swt) and accept Islam!

Everyone loved Prophet Muḥammad (ṣ), even the angels. Do you know what the name Muḥammad (ṣ) means? Find out in the story!

Activity 3.1a: Coloring

Prophet Muḥammad (ṣ) was born on the 17th of Rabīʿ al-Awwal.

Activity 3.1b: Fill in the Letters

Fill in the missing letter to find the name of the perfect person.

ISLA_M

Q_UR'ĀN

_ḤADĪTH

_ALLAH

_MECCA

AL-A_MĪN

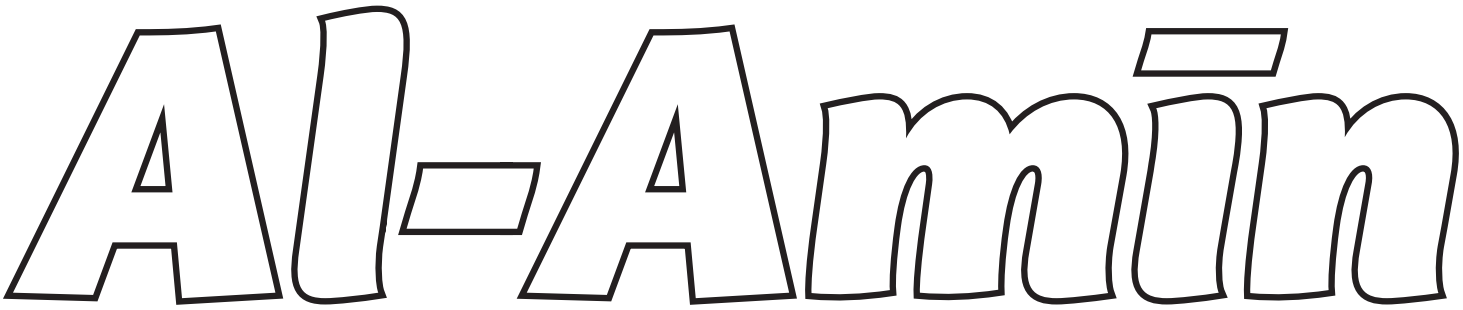
AHL AL-B_AYT (ʿA)

AṢ-ṢĀ_DIQ

_M _U _Ḥ _A _M _M _A _D (Ṣ)

Activity 3.1c: Color the Titles

Color the titles of Prophet Muḥammad (ṣ) and write the meaning of each in the lines below.



The Trustworthy

The Truthful

Activity 3.1d: Matching the Names

Find the correct names of Prophet Muḥammad's.

Father	ʿA B D U L L Ā H
Daughter	F Ā Ṭ I M A H
Grandfather	ʿA B D U L-M U Ṭ Ṭ A L I B
Mother	Ā M I N A H
Uncle	A B Ū Ṭ Ā L I B
Wife	K H A D I J A H

ʿABDUL MUṬṬALIB

ĀMINAH

ʿABDULLĀH

FĀṬIMAH

KHADĪJAH

ABŪ ṬĀLIB

Activity 3.1e: Multiple Choice

Circle the correct answer.

1. Who was Prophet Muḥammad (ṣ) married to?
   a. Lady Khadījah
   b. Āminah
   c. Juʿdah

2. Prophet Muḥammad (ṣ) was given the titles
   a. Aṣ-Ṣādiq and Al-Amīn
   b. The good carpenter
   c. A good reader

3. When was the Noble Prophet (ṣ) born?
   a. 13th of Rajab
   b. 17th of Rabīʿ al-Awwal
   c. 3rd of Shaʿbān

4. He was born in _____.
   a. Yemen
   b. Medina
   c. Mecca

5. Prophet Muḥammad (ṣ) was our
   a. Last Prophet
   b. First Prophet
   c. First Angel

Storytime 3.1: The Praised One

Blessed Names 1: Why Was He Named Muhammad (s)?

The air was hot and dry, and the sky was pitch black in the quiet city of Mecca. A little bird sat on the windowsill chirping to comfort a woman in pain. This special woman was Āminah, and she would soon become the mother of the best creation of Allah (swt).

It was almost time for Fajr and Āminah's pain started to increase. All of a sudden, by the miracle of Allah (swt), a powerful light burst through the sky and the cries of a newborn baby echoed. Āminah had given birth to Baby Muḥammad (ṣ)! If you were in Mecca that night, you would have seen a beautiful bright light shining all over the sky, telling you that something special had just happened!

Do you want to know what other miracles happened at the exact moment of Prophet Muḥammad's birth?

Idols from all around the world fell down on their faces! The castles of the greedy kings began to crack and shake! Even Shayṭān began to scream as he realized that with the birth of this special child, he was going to lose! What a special child indeed!

As Āminah held her sweet baby close to her, an angel entered her house and said, “O Āminah, you are now the mother of the best creation of Allah (swt)! This baby will become a leader for mankind, and everyone and everything will praise him, so name him ‘Muḥammad,’ meaning ‘the praised one.’”

Āminah was so happy to hear how blessed her baby was! She thanked Allah (swt) and immediately began calling him “Muḥammad, the praised one.”

Later that morning, ʿAbdul Muṭṭalib, the grandfather of the Prophet (ṣ), rushed to Āminah’s house as soon as he heard the good news.

As he thanked Allah (swt) for this beautiful blessing, he gently took Baby Muḥammad (ṣ), who was wrapped in a pure white cloth, and headed towards the Kaʿbah. For a special blessing, he rubbed Baby Muḥammad (ṣ) against the four corners of the Kaʿbah.

The news of Baby Muḥammad’s birth traveled throughout the city of Mecca. Everyone wanted to know about the baby who had made the sky turn so bright!

One man asked ʿAbdul Muṭṭalib, “What have you named your grandson?”

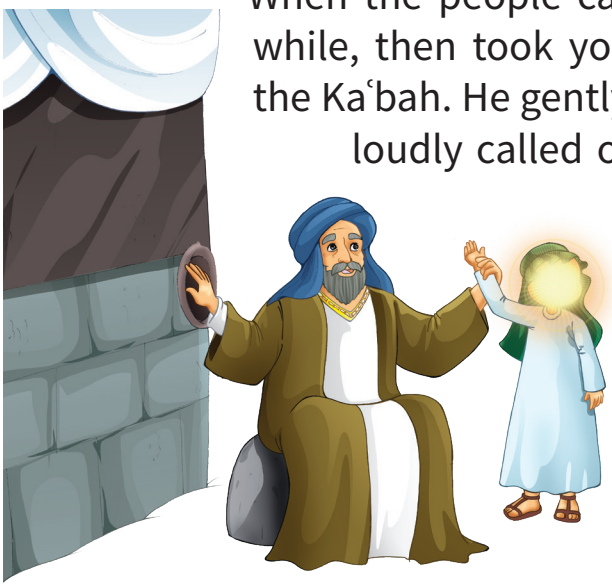
ʿAbdul Muṭṭalib excitedly told them the story of how an angel delivered Allah’s message to name the baby Muḥammad.

However, the people still did not understand why he was called “the praised one.”

Muḥammad (ṣ) grew up under the care of his grandfather, ʿAbdul Muṭṭalib. He grew into a strong and compassionate young man who was always willing to help everyone. Anytime someone would leave something with him, he would guard it very carefully. Everyone began calling him “Muḥammad al-Amīn,” which means “Muḥammad the trusted one.” He was so trustworthy that even his enemies trusted him!

One year, there was a severe drought in Mecca. As a result, the farms had dried up, and the sheep and camels were dying without any water to drink. People all over Mecca tried to come up with a solution to fix this big problem. They prayed to their idols and even sacrificed a sheep to them! However, nothing worked.

Finally, an old man suggested, “We should ask ʿAbdul Muṭṭalib to help us since he is from the family of Prophet Ibrāhīm (ʿa).”



When the people came to ʿAbdul Muṭṭalib, he thought for a little while, then took young Muḥammad’s hand and led him towards the Kaʿbah. He gently placed Muḥammad’s hand on the Kaʿbah and loudly called out three times, “O Allah (swt), for the sake of Muḥammad (ṣ), send rain upon us!”

A few seconds later, the people watched in shock as the clouds began to gather, turning from white to gray. There was a loud clap of thunder, and all of a sudden, rain began pouring down from the sky!

The people of Mecca were so happy! They rejoiced in the streets, kissing and hugging the Prophet (ṣ) out of gratitude.

After this extraordinary miracle, even more people started to love and respect Muḥammad (ṣ), and at the age of 40, Allah (swt) ordered him to announce that he was a Prophet. With his Prophethood, he would bring mercy and peace to everyone.

One day, Prophet Muḥammad (ṣ) was passing through the streets of Medina when a wise Jewish man came up to him. He stared at the Prophet's lovely face and asked, "O Muḥammad, I have read your name in the holy books. I read that you are also named Aḥmad. Why were you given these names?"

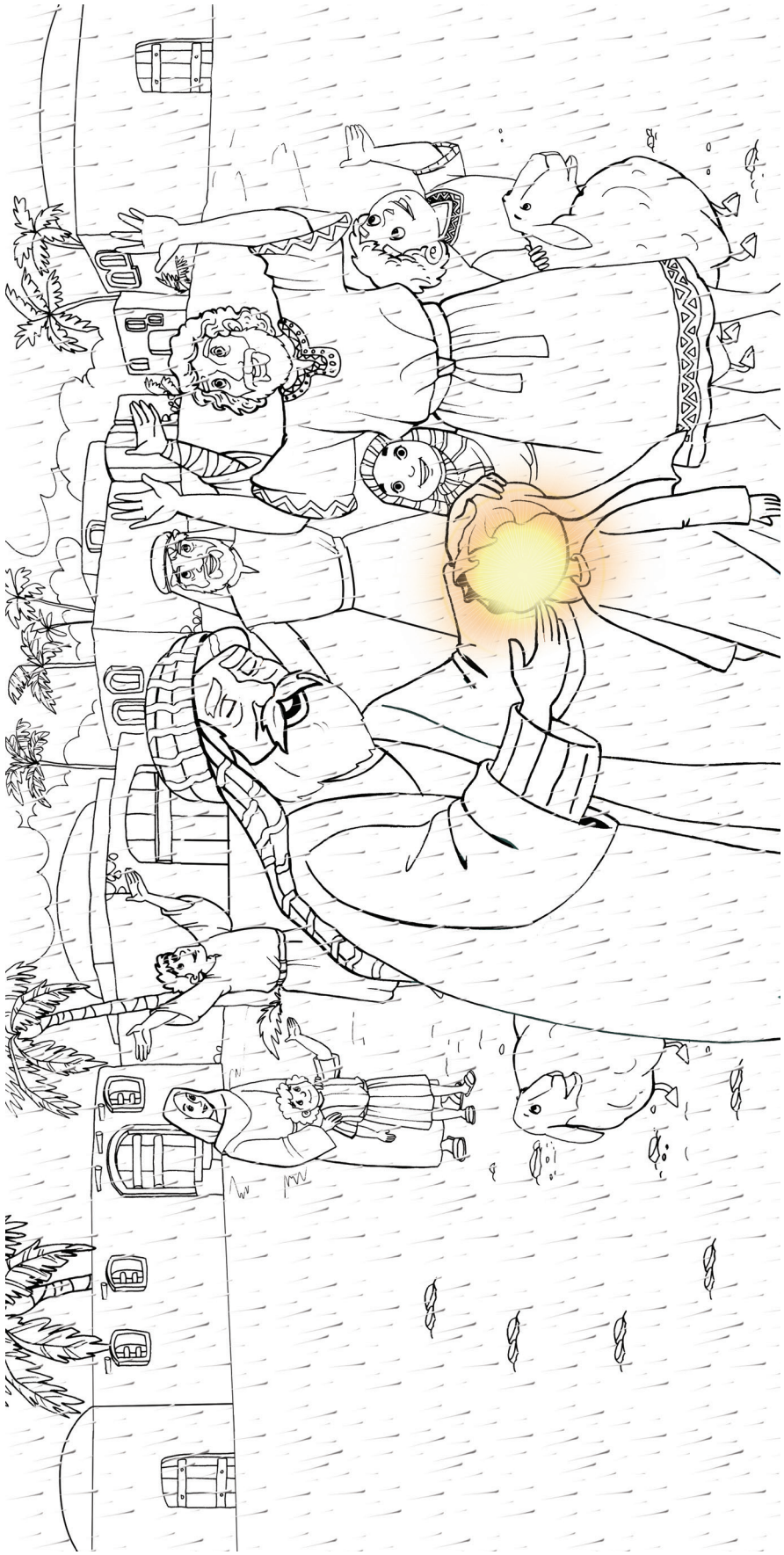
Prophet Muḥammad (ṣ) smiled and said, "I am known as Muḥammad on the earth and Aḥmad in the heavens because everyone, including those in the heavens, will like and praise my good deeds."

So, as you can see, the news that the angel had brought to Āminah was indeed true when he said, "Your child's name is Muḥammad because he is the best creation of Allah (swt), and everyone will praise him."

May Allah's peace and blessings be upon Prophet Muḥammad al-Muṣṭafā (ṣ), Allah's best creation, who is praised all over this earth and in the heavens!

Biḥār al-Anwār, Vol. 15, P. 257
Tārīkh Taḥlīlī Islām, Vol. 1, P. 245

Activity 3.1f: Coloring



PROPHET MUḤAMMAD (ﷺ)
THE PRAISED ONE

Activity 3.1g: Review Questions

Answer the questions about the story you just read.

1. What miracles happened at the time of Prophet Muḥammad's birth?

   A powerful light burst through the sky;
   idols all around the world fell on their faces;
   castles of the greedy kings began to crack and shake;
   Shaytān began to scream.

2. What does "Muḥammad (ṣ)" mean? The Praised One.

3. Why did the people start calling Prophet Muḥammad (ṣ) "al-Amīn"?

   Because he was so trustworthy and would guard people's belongings.

4. The people went to ʿAbdul Muṭṭalib during the drought because he is from the family of Prophet Ibrāhīm (ʿa).

5. What did ʿAbdul Muṭṭalib call out three times when he prayed for rain?

   O Allah (swt), for the sake of Muḥammad, send rain upon us!

Lesson 3.2: Imām ʿAlī (ʿa)

Name:	ʿAlī (ʿa)
Titles:	Amīrul Muʾminīn (Leader of the Believers), Asadullāh (Lion of Allah (swt))
Birth:	13th Rajab, inside the Holy Kaʿbah
Father:	Abū Ṭālib
Mother:	Fāṭimah bint Asad
Shahādah:	21st Ramaḍān, 40 AH
Buried:	Najaf, Iraq

Birth

Imām ʿAlī (ʿa) is our first Imām . His father's name was Abū Ṭālib and his mother's name was Fāṭimah bint (daughter of) Asad. He was Prophet Muḥammad's cousin. His birth was a miracle – he was born on the 13th of Rajab inside the Holy Kaʿbah and Allah (swt) Himself named him ʿAlī (ʿa). We will read about the amazing and miraculous story of his birth and the secret behind the name "ʿAlī (ʿa)" in the story after this lesson!

Childhood

Prophet Muḥammad (ṣ) raised Imām ʿAlī (ʿa) from when he was a child. Imām ʿAlī (ʿa) was one of the first people to accept Islam. Imām ʿAlī (ʿa) had a lot of knowledge. The Prophet (ṣ) said:

"I am the city of knowledge, and ʿAlī (ʿa) is its gate."

One of the special qualities of Imām ʿAlī (ʿa) was that he thought a lot before saying or doing anything so that whatever he said was correct and whatever he did was according to Islam and would make him closer to Allah (swt).

He was very brave and spent his whole life fighting against injustice. Because of his bravery, Allah (swt) gave him a special sword called Dhulfiqār.

Imāmah

Allah (swt) told Prophet Muḥammad (ṣ) to announce that Imām ʿAlī (ʿa) would be the Imām and leader after he died. He was polite, humble, and treated everyone like a friend. He was never unfair to anybody and did not upset anyone. He wore simple, but clean clothes. He ate simple food and was happy with whatever Allah (swt) gave him.

One day, he said, "If you give me the entire world, to unfairly snatch away even one grain from the mouth of an ant, I will never do so."

Marriage and Children

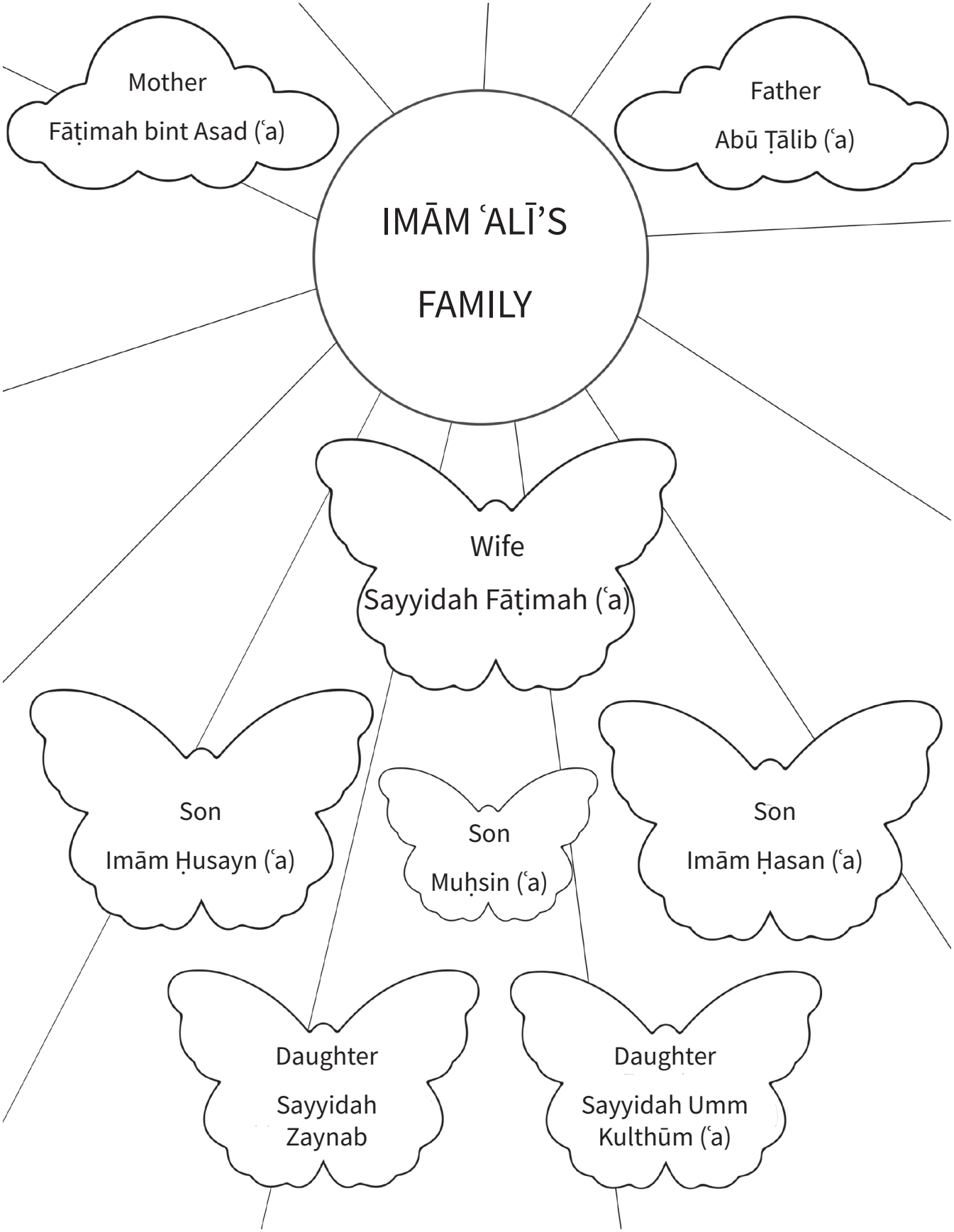
Imām ʿAlī (ʿa) married Prophet Muḥammad's daughter Sayyidah Fāṭimah (ʿa). They had 5 children:

- Imām Ḥasan (ʿa)
- Imām Ḥusayn (ʿa)
- Sayyidah Zaynab
- Sayyidah Umm Kulthūm (ʿa)
- Muḥsin (ʿa): Muḥsin was never born as he died while still inside his mother.

Shahādah

On the 19th of Ramaḍān 40 AH, while praying ṣalāh in Masjid al-Kūfah, Imām ʿAlī (ʿa) was struck with the poisoned sword of ʿAbdul Raḥmān ibn Muljim. After three days, he passed away on the 21st of Ramaḍān. He is buried in the city of Najaf in Iraq.

Activity 3.2a: Coloring



Activity 3.2b: Illustrate the Ḥadīth

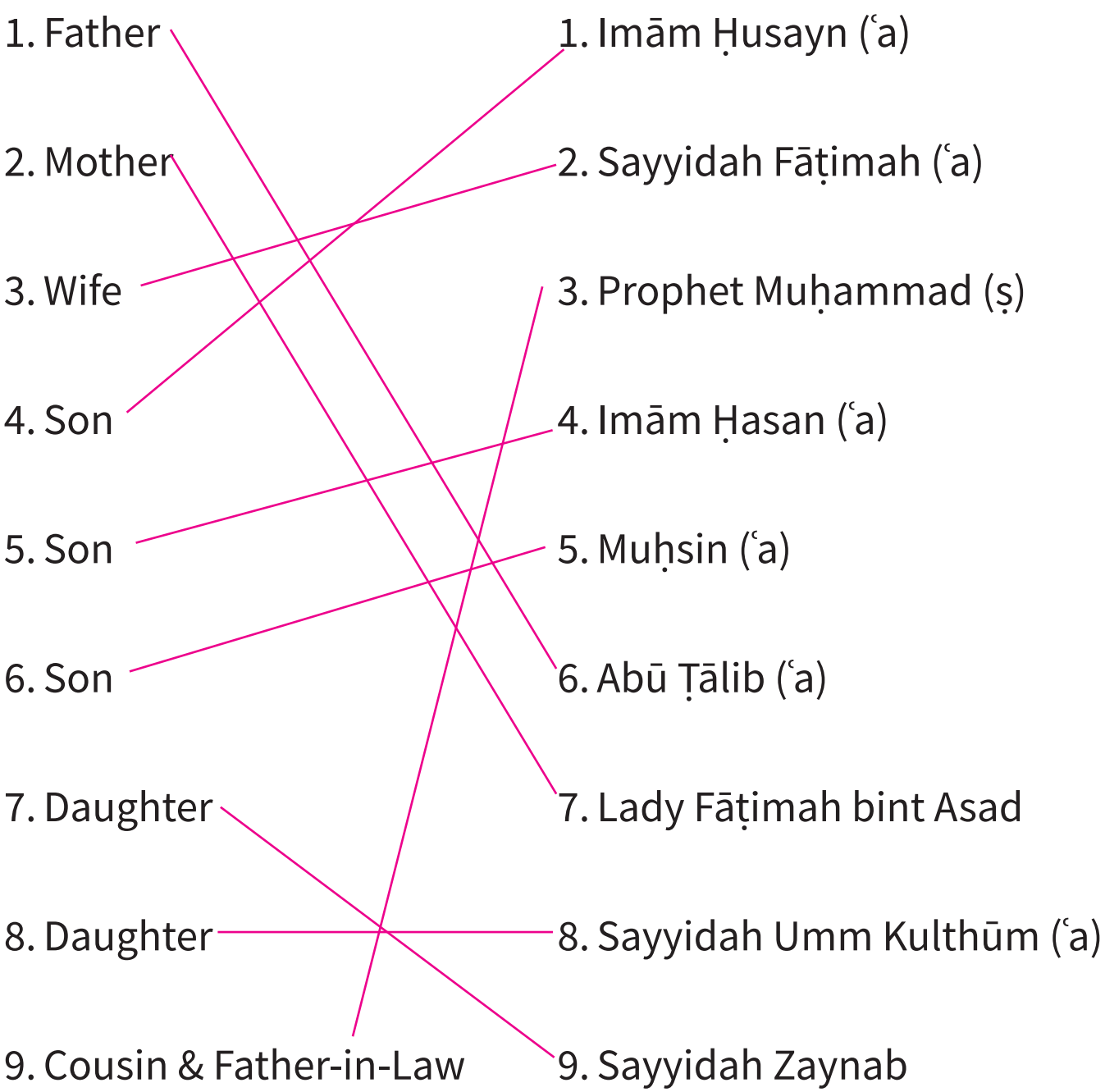
Imām ʿAlī (ʿa) said,

"If you give me the entire world, to unfairly snatch away even one grain from the mouth of an ant, I will never do so."

Illustrate this ḥadīth by drawing an ant and food in the ant's mouth and drawing a picture of the world and then crossing it out. Color the pictures as well.

Activity 3.2c: Matching

Match the members of Imām ʿAlī's family with how they are related to him.



Activity 3.2d: Multiple Choice

Circle the correct answer.

1. Imām ʿAlī (ʿa) was born on _____.
   a. 13th of Rajab
   b. 15th Shaʿbān
   c. 17th Rabīʿ al-Awwal

2. Amīrul Muʾminīn means
   a. Leader of the believers
   b. The great worker
   c. Lion of Allah (swt)

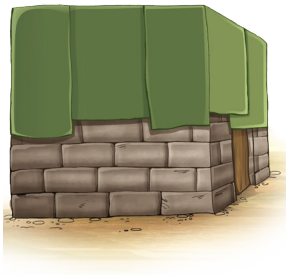
3. Asadullāh means
   a. The Trustworthy
   b. Lion of Allah (swt)
   c. Leader of the believers

4. Imām ʿAlī (ʿa) was our
   a. Last Imām
   b. Fifth Imām
   c. First Imām

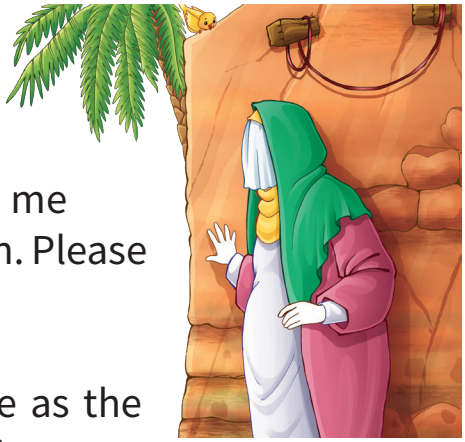
5. Imām ʿAlī (ʿa) was married to
   a. Sayyidah Fāṭimah (ʿa)
   b. Lady Khadījah
   c. Lady Maryam

Storytime 3.2: The High

Blessed Names 2: Why Was He Named Ali (a)?



It was a peaceful Friday morning in the month of Rajab as the sun rose up, gleaming upon the palm trees. All of a sudden, the silence was broken by the cries of a woman as she struggled toward the Holy Kaʿbah. It was Fāṭimah bint Asad! She was crying out in pain as her unborn child was ready to enter the world.



As she reached the Kaʿbah, she leaned against its walls and whispered, "O Allah (swt), I ask you to please help me for the sake of Prophet Ibrāhīm (ʿa) , who built this Kaʿbah. Please make the birth of this child easy for me."

All of a sudden, there was a thunderous noise as the back wall of the Kaʿbah cracked open, making way for Fāṭimah bint Asad to enter inside! As soon as she entered, the walls of the Kaʿbah quickly closed behind her. The key holders of the Kaʿbah watched in awe as this scene unfolded right in front of them.

One of the key holders ran to the front and tried to unlock the Kaʿbah, but no matter how hard he tried, the doors would not open. Their eyes widened as they all realized that a miracle from Allah (swt) was taking place right before their eyes!

News of this miracle quickly traveled all over the city of Mecca, as women in their homes and men in the streets whispered about what had happened. You see, Fāṭimah was *still* inside the Kaʿbah!

How did this event happen? How come the Kaʿbah doors opened for her and her baby? How will she survive without food and water? Why did this happen? The villagers were bursting with questions!

Three days passed, and Fāṭimah bint Asad finally emerged from the Kaʿbah, holding a newborn baby in her arms. The villagers were instantly drawn to this beautiful baby and began gathering around Fāṭimah to get a closer look. Their curiosity got the best of them, and they all began shouting their questions at once!

One man asked, “Why did you enter the Kaʿbah to give birth?”

She responded, “Allah (swt) chose me and called me into His home so that my child may be born in the Kaʿbah.”

A woman asked, “What did you eat for three whole days?!”

She answered with a smile, “Allah (swt) sent me delicious food from the heavens during these three days.” This reply only increased their curiosity.

They began wondering, *who is this baby? Why would Allah (swt) send his mother food from the heavens? How did the walls open just for her?*

An elderly man emerged from the crowd and asked, “Does this newborn have a name?”

Fāṭimah bint Asad replied, “Yes, his name is ʿAlī. This was the name given to him by Allah (swt). While I was in the Kaʿbah, an angel came and said to me, ‘O Fāṭimah , Allah (swt) has said to name this child ʿAlī. This is from one of His own names, *al-ʿAlī al-Aʿlā*, the Highest of the High.’”

This answer shocked the villagers.

Another man asked, “Why is this child different from others? Why has he come into the world in this special way, and why did *Allah (swt)* choose his name?”

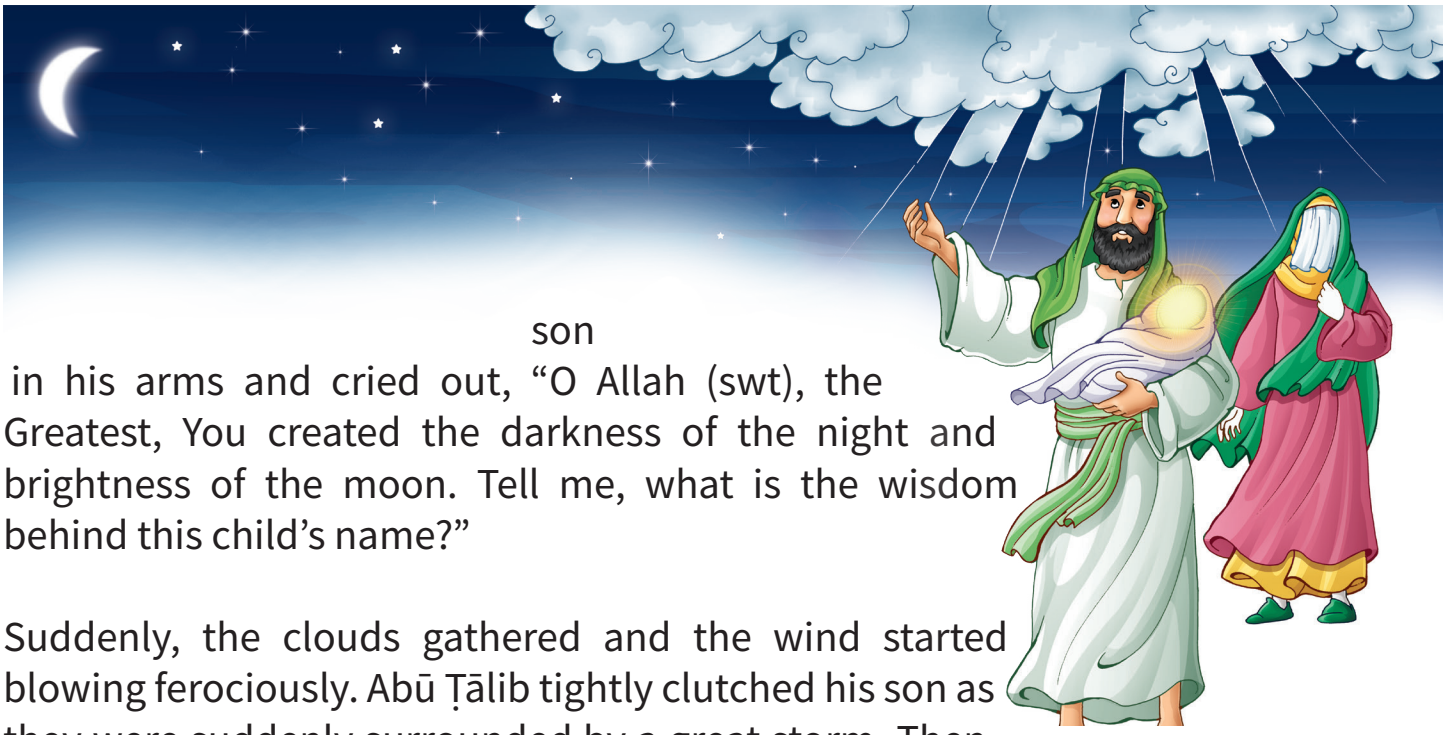
Fāṭimah bint Asad, who was a believer in Allah (swt), answered, “This child is special because he will be one of the first to announce the belief in One God. He will get rid of the idols and invite people towards Allah (swt).”

The people of Mecca were idol worshippers at that time, so they were not happy with Fāṭimah ’s answer. Many of them began shaking their heads as they walked away.

When Fāṭimah arrived home, she was greeted happily by her husband, Abū Ṭālib, who joyfully took the baby boy into his arms.

Abū Ṭālib thanked Allah (swt) and began asking his wife about what had happened. After listening to his wife’s story, he felt honored to have such a special child. As the day turned into night, Abū Ṭālib and his wife, Fāṭimah, journeyed to the Desert of Abtah to thank and pray to Allah (swt) for their beautiful baby.

They walked and walked until they reached a place where no one could see them. Abū Ṭālib held his



son in his arms and cried out, “O Allah (swt), the Greatest, You created the darkness of the night and brightness of the moon. Tell me, what is the wisdom behind this child’s name?”

Suddenly, the clouds gathered and the wind started blowing ferociously. Abū Ṭālib tightly clutched his son as they were suddenly surrounded by a great storm. Then, just as it came out of nowhere, the storm stopped abruptly and Abū Ṭālib headed back home with his wife and son, puzzled by what had just happened.

When they reached home, Abū Ṭālib found Baby ʿAlī (ʿa) clutching a divine note in his tiny hand that read, “We have blessed you with a pure and great child. His name is ‘ʿAlī,’ which means ‘the high.’ This name has been chosen for him because he has a high position in the eyes of Allah (swt).” Tears filled Abū Ṭālib’s eyes as he fell into sujūd and thanked Allah (swt) for this great blessing.

As the sun rose the following morning and people gathered around the Kaʿbah, they couldn’t help but notice

how the crack in the Kaʿbah almost seemed to be smiling.

O Allah (swt), send your peace and blessings upon Imam ʿAlī (ʿa) , 'the high,' who showed the highest levels of *taqwā** and akhlāq!

Kashf al-Ghummah fī Maʿrifah al-Aʾimmah, Vol. 1, P. 79-80

*Taqwā: Being God-conscious and guarding oneself against that which Allah (swt) has forbidden.

Activity 3.2e: Coloring

IMĀM ʿALĪ (ʿA)
THE HIGH

Activity 3.2f: Fill in the Blanks

Answer the questions about the story you just read.

1. Imām ʿAlī (ʿa) was born inside the _____Holy Kaʿbah_____.

2. Which of Allah's names does Imām ʿAlī's name come from?

   _____Al-ʿAlī al-Aʿlā - The Highest of the high_____.

3. Why were the people upset when Fāṭimah bint Asad told them her child will be the first to announce the belief in One God?

   _____Because many of the people were idol worshippers_____.

   _____.

4. Imām ʿAlī (ʿa) showed the highest levels of _____taqwā_____

   and _____akhlāq_____

Lesson 3.3: Sayyidah Fāṭimah (ʿa)

Name:	Sayyidah Fāṭimah az-Zahrāʾ (ʿa)
Title:	Um Abīha (Mother of Her Father)
Birth:	Mecca on the 20th of Jamādī al-Ukhrā
Father:	Prophet Muḥammad (ṣ)
Mother:	Lady Khadījah
Shahādah:	13th of Jumādā al-Ūlā or 3rd of Jumādā al-Ākhirah
Buried:	Medina (location unknown)

Birth

Sayyidah Fāṭimah az-Zahrāʾ (ʿa) was the only child and daughter of Prophet Muḥammad (ṣ) and Lady Khadījah. She was born in Mecca on the 20th of Jamādī al-Ukhrā. Her mother died when she was only 5 years old.

The Prophet (ṣ) loved Sayyidah Fāṭimah (ʿa) very much and she loved him as well. The people of Mecca used to laugh and throw things at her father because he taught them that there was no god except Allah (swt). Whenever she saw that the Prophet (ṣ) was tired or hurt, she took care of him like a mother takes care of a son. Because of this, she was called Um Abīha – the mother of her father.

Tasbīḥ of Sayyidah Fāṭimah (ʿa)

The Prophet (ṣ) also respected Sayyidah Fāṭimah (ʿa). Whenever she entered a room where the Prophet (ṣ) was, he used to stand up out of respect for her.

Sayyidah Fāṭimah (ʿa) used to work very hard in her home. Her father, Prophet Muḥammad (ṣ), could see how hard she was working and how tired she became, but she never complained.

One day, Prophet Muḥammad (ṣ) gave her a duʿāʾ that would give her lots of energy, and told her that after every ṣalāh she should say:

- 34 times Allāhu Akbar (Allah (swt) is the Greatest)
- 33 times Alḥamdulillāh (All praise is for Allah (swt))
- 33 times Subḥānallāh (Glory be to Allah (swt))

Ṣalāh is like a beautiful flower and the tasbīḥ of Sayyidah Fāṭimah (ʿa) gives that beautiful flower a beautiful smell. Prophet Muḥammad (ṣ) has said that this tasbīḥ is better than any helper in the world.

So after every ṣalāh, remember to recite the tasbīḥ of Sayyidah Fāṭimah (ʿa) and Allah (swt) will give you special help as well, inshāʾAllāh!

Marriage and Children

Sayyidah Fāṭimah (ʿa) was married to Imām ʿAlī (ʿa) and they had five children:

- Imām Ḥasan (ʿa)
- Imām Ḥusayn (ʿa)
- Sayyidah Zaynab
- Sayyidah Umm Kulthūm (ʿa)
- Muḥsin (ʿa): Muḥsin was never born as he died while still inside his mother.

Shahādah

After the Prophet (ṣ) died, the bad rulers tried to burn down her house and even pushed the door down on her.

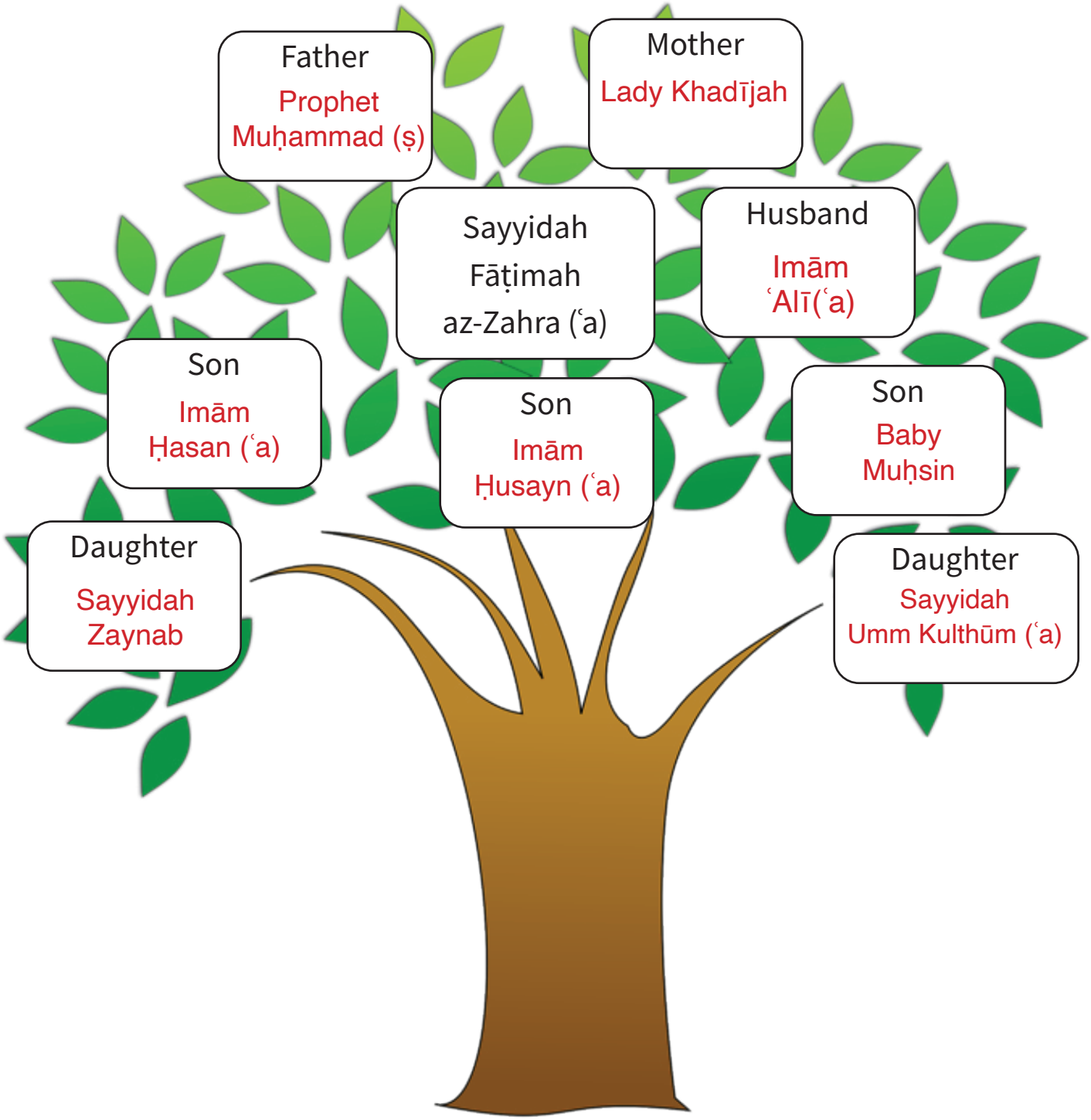
She died soon after. Imām ʿAlī (ʿa) was very sad. He buried her at night so nobody could find her grave to bother her anymore.

She is buried somewhere in Medina.

Sayyidah Fāṭimah (ʿa) was a very special lady whose name also has a very special meaning. Read the story to find out what her name means!

Activity 3.3a: Family Tree

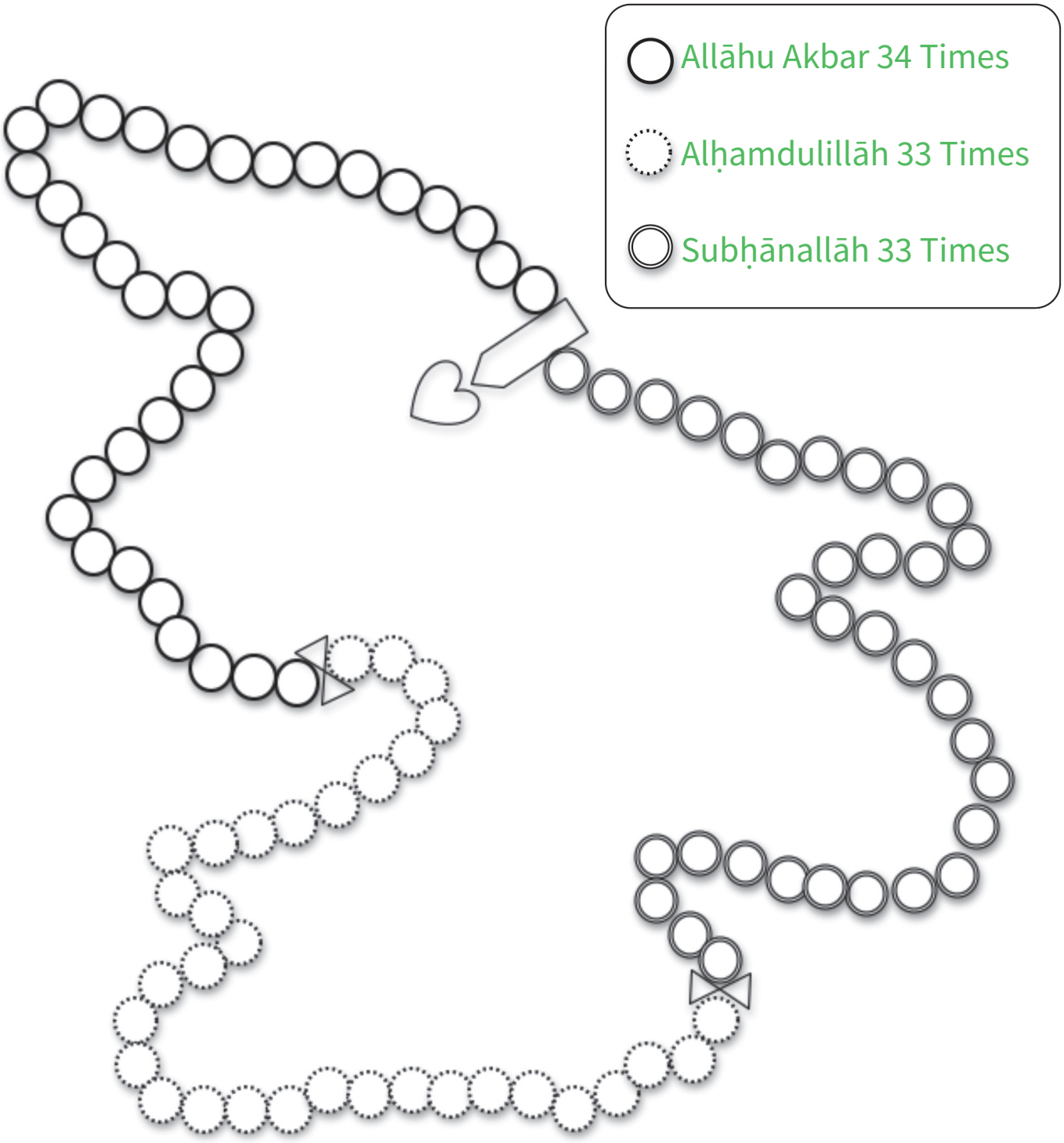
Fill out the family tree of Sayyidah Fāṭimah az-Zahra (ʿa).



Activity 3.3b: Coloring Tasbīḥ

Color the tasbīḥ by the number of times you say the praise to Allah (swt).

HINT: you may have to color one of the dividers.



Activity 3.3c: Multiple Choice

Circle the correct answer.

1. Sayyidah Fāṭimah (ʿa) was born in _____.
   a. Mecca
   b. Karbalāʾ
   c. Medina

2. Sayyidah Fāṭimah (ʿa) was given the title _____.
   a. Um Abīha
   b. The good worker
   c. A good painter

3. Um Abīha means _____.
   a. Mother of her father
   b. Mother of school kids
   c. Mother of all the kids

4. Sayyidah Fāṭimah (ʿa) was married to _____.
   a. Imām ʿAlī (ʿa)
   b. Prophet Dawūd (ʿa)
   c. Prophet Ādam (ʿa)

5. Sayyidah Fāṭimah's father was _____.
   a. Prophet Muḥammad (ṣ)
   b. Prophet Yūnus (ʿa)
   c. Prophet Ādam (ʿa)

6. Sayyidah Fāṭimah's mother was _____.
   a. Sayyidah Umm Kulthūm (ʿa)
   b. Lady Khadījah
   c. Lady Maryam

Activity 3.3d: Art Extension

Tasbīḥ Card

Materials:

- Colored construction paper
- Glue
- Markers
- Gemstones
- Tassels
- Optional: crayons, small crown mold

Procedure:

1. Arrange gemstones on a piece of construction paper (can use up to 34 gemstones) in an oval shape.
2. Glue them down on the paper.
3. Glue the tassel at the top, to make it look like a tasbīḥ.
4. Draw a crown in the middle of the tasbīḥ , and decorate the card.

Optional: melt crayons and using the crown mold, make crowns in the middle.

Storytime 3.3: The Separator

Blessed Names 3: Why Was She Named Fatimah (a)?

It was the middle of the night and a warm breeze was gently blowing through the city. A calm silence fell over the sleeping city of Mecca. Yet, in one house, the sound of moaning came a woman in pain.

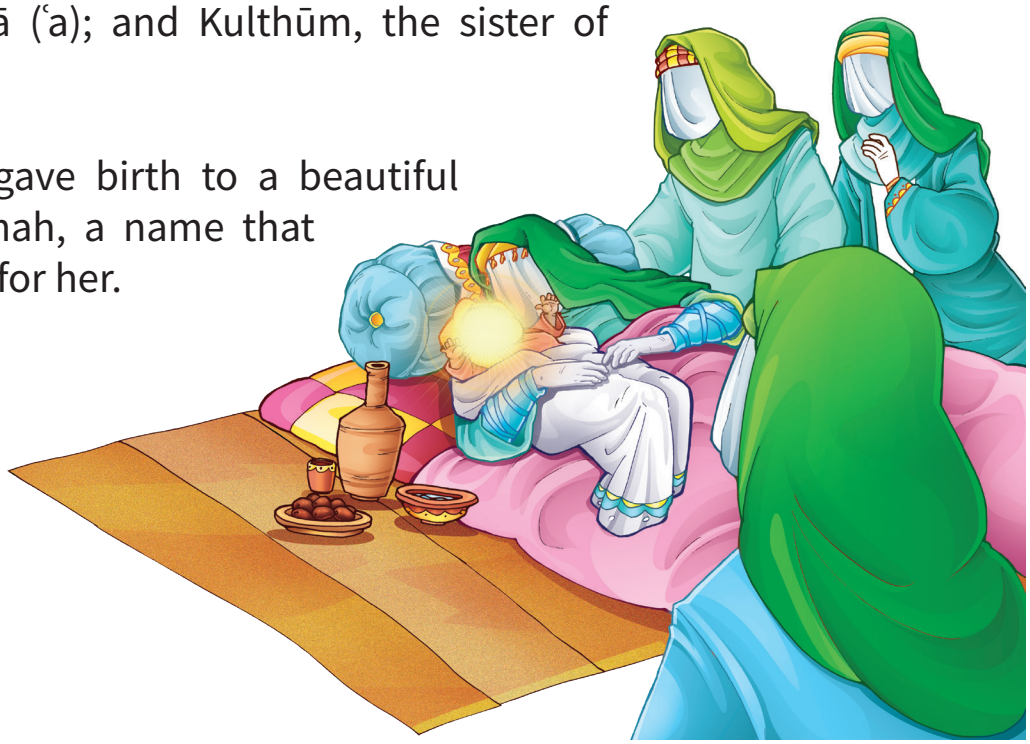
You see, Lady Khadījah, the dear wife of Prophet Muḥammad (ṣ), was preparing for the birth of her daughter.

Lady Khadījah's pain increased with every passing moment. No one was there to help her through her birth pains. The other women of Mecca, who did not share her faith, had left her all alone simply because she was Muslim and had married a poor man.

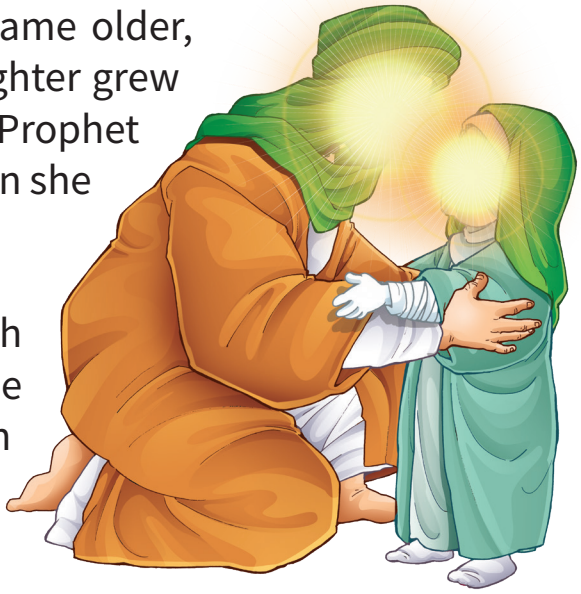
Can you imagine how lonely she must have felt?

All of a sudden, the skies of Mecca split open, and Lady Khadījah found herself surrounded by four women. Allah (swt) had sent these very special, heavenly women to help and comfort Lady Khadījah. By her side were Sārah, the wife of Prophet Ibrāhīm (ʿa); Āsiyah, the pious wife of the evil Pharaoh; Maryam, the mother of Prophet ʿĪsā (ʿa); and Kulthūm, the sister of Prophet Mūsā (ʿa).

Soon, Lady Khadījah gave birth to a beautiful baby girl named Fāṭimah, a name that Allah (swt) had chosen for her.



The Noble Prophet (ṣ) was overjoyed by this great blessing and loved his daughter very much! As she became older, the Prophet's love and respect for his dear daughter grew even more! Even when she was just a child, the Prophet (ṣ) would always stand up and kiss her hand when she entered the room.



Whenever he traveled, he made sure that Sayyidah Fāṭimah (ʿa) would be the last person to whom he would bid farewell, and when he would return home, she would be the first one he would go see. He would always be heard saying, "Fāṭimah (ʿa) is a part of me."

Years later, Lady Khadījah became ill and passed away. The Prophet (ṣ) was very sad; now, he only had Sayyidah Fāṭimah (ʿa). During those difficult days, Sayyidah Fāṭimah (ʿa) would show even more love and affection towards her father.

When the disbelievers would hurt her father, she would help bandage his wounds. The Prophet's love for his daughter continued to increase with each passing day.

People soon began to wonder why the Prophet (ṣ) loved and respected his daughter so much. They would ask each other, "What makes her so special?"

One day, Allah (swt) told Prophet Muḥammad (ṣ) to tell the people of Mecca that they should call him "Rasūlullāh," meaning the messenger of Allah (swt), instead of "Muḥammad." Everyone, even Sayyidah Fāṭimah (ʿa) obeyed this command.

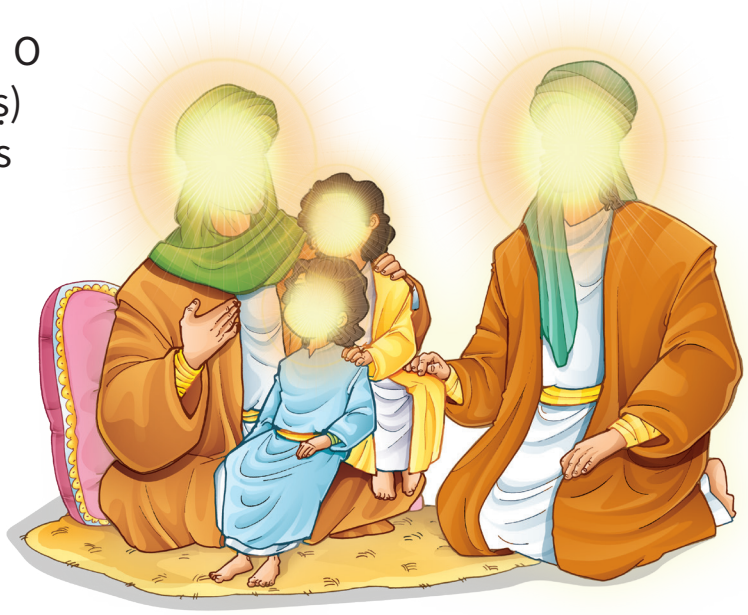
However, one day, when Sayyidah Fāṭimah (ʿa) said to her father, "O Rasūlullāh," he replied to her, "O my daughter, this order of Allah (swt) does not include you. You are from me, and I am from you. Please call me 'dear father.' These words make Allah (swt) happier and bring joy to my heart."

Years passed and Sayyidah Fāṭimah (ʿa) became a young lady. It was now time for her to get married. The rich leaders from Medina came to ask for her hand in marriage, but none of them were good enough to marry her. Sayyidah Fāṭimah (ʿa) married the only person who was worthy of her: Imām ʿAlī (ʿa).

Sayyidah Fāṭimah (ʿa) and Imām ʿAlī (ʿa) lived in a peaceful and loving home. Allah (swt) blessed them with four beautiful children. Even though taking care of her children and doing all the household chores was difficult, Sayyidah Fāṭimah (ʿa) never complained.

One day, the mystery of Sayyidah Fāṭimah ’s name came to light! It happened when Prophet Muḥammad (ṣ) asked Imām ʿAlī (ʿa), “Do you know why my daughter is named Fāṭimah?”

Imām ʿAlī (ʿa) replied, “Please tell me, O Messenger of Allah!” The Prophet (ṣ) explained, “Her name, ‘Fāṭimah,’ means ‘the one who separates.’”



“Separates?” Imām ʿAlī (ʿa) asked. “Separates from what?”

The Prophet (ṣ) smiled. “She will save your followers by separating them from the punishment on the Day of Judgment.”

Sayyidah Fāṭimah (ʿa) is the best of women and has a very high status in the eyes of Allah (swt). Her father is the Prophet of Allah (ṣ)! Her husband is the first Imām (ʿa)! Her two sons are also Imāms (ʿa), and all the other Imāms (ʿa) are her grandsons! So, you see, she is the daughter of a maʿsūm*, the wife of a maʿsūm, the mother of two maʿsūmn, and she is also maʿsūm herself! It was now clear why the Prophet (ṣ) loved his daughter Fāṭimah (ʿa) so much.

O Allah (swt), for the sake of Sayyidah Fāṭimah (ʿa), please separate us from the punishment of the hereafter.

Biḥār al-Anwār, Vol. 43, P. 211
Manāqib ibn al-GhazʿAlī, P. 364

*Maʿsūm: someone who does not commit any sins.

Activity 3.3d: Coloring

SAYYIDAH FĀṬIMAH (ʿA)
THE SEPARATOR

Activity 3.3e: Review Questions

Answer the questions about the story you just read.

1. Who were the four Heavenly women who helped Lady Khadījah during the birth of Sayyidah Fāṭimah (ʿa)?

   Sārah, _____

   Āsiyah, _____

   Maryam, _____

   Kulthūm _____

2. Prophet Muḥammad (ṣ) was always heard saying "Fāṭimah (ʿa) is "a part of me_____."

3. When the people started calling the Prophet (ṣ) "Rasūlullāh," Sayyidah Fāṭimah (ʿa) also began calling him that, but he told her to call him "_____Dear Father_____" because it brought joy to his heart.

4. What does "Fāṭimah (ʿa)" mean? The One who Separates

5. Why is Sayyidah Fāṭimah (ʿa) named "Fāṭimah (ʿa)?"
   Because she will be the one who separates her followers from the punishment on the Day of Judgment.

Lesson 3.4: Imām Ḥasan (ʿa)

Name:	Ḥasan (ʿa)
Title:	al-Mujtabā (The Chosen One)
Birth:	15th Ramaḍān, 3 AH in Medina
Father:	Imām ʿAlī (ʿa)
Mother:	Sayyidah Fāṭimah (ʿa)
Shahādah:	28th Ṣafar, 50 AH in Medina
Buried:	Jannatul Baqīʿ, Medina

Birth and Childhood

Imām Ḥasan (ʿa) is our second Imām. He was Imām ʿAlī (ʿa) and Sayyidah Fāṭimah's first child. He was born on the 15th of Ramaḍān. When he was born, the Prophet (ṣ) was very happy. He took him in his arms, kissed him, and recited adhān and iqāmah in his ears. He was given the name Ḥasan by Allah (swt). We will find out what this special name means when we read the story!

Leaders of Jannah

He was one year older than his brother Imām Ḥusayn (ʿa). Prophet Muḥammad (ṣ) loved both of his grandsons very much. In fact, he used to say: "Ḥasan (ʿa) and Ḥusayn (ʿa) are the leaders of the youth of Jannah."

Imām Ḥasan (ʿa) was very brave and held the flags during many battles like Ṣiffīn, Jamal and Nahrawān.

Imāmah

Imām Ḥasan (ʿa) was 37 years old when Imām ʿAlī (ʿa) was martyred, and he became the next Imām after him.

Muʿāwiyah, the evil governor of Syria, did not want Imām Ḥasan (ʿa) to be the Imām and started a war. Imām Ḥasan (ʿa) did not have many good followers and soldiers so he had to sign an agreement, a peace treaty, with Muʿāwiyah. Because of the treaty, Muʿāwiyah became the ruler.

Shahādah

Even though Muʿāwiyah was the leader, he was still afraid that more people would want Imām Ḥasan (ʿa) to be the leader instead of him. He thought that he could solve the problem by killing the Imām. He made an evil plan where he promised Imām Ḥasan's wife, Juʿdah, a lot of money and other things if she could kill Imām Ḥasan (ʿa)! She poisoned him and he died soon after. He is buried in Medina.

Activity 3.4a: Multiple Choice

Circle the correct answers.

1. Who was Imām Ḥasan's father?
   a. Prophet Muḥammad (ṣ)
   b. Imām ʿAlī (ʿa)
   c. Imām Ḥusayn (ʿa)
   d. None of the above

2. Who was Imām Ḥasan's mother?
   a. Sayyidah Fāṭimah (ʿa)
   b. Lady Khadījah
   c. Sayyidah Zaynab
   d. None of the above

3. Who did not want Imām Ḥasan (ʿa) to be the Imām?
   a. Muʿāwiyah
   b. Juʿdah, Imām Ḥasan's wife
   c. Ibn Muljim
   d. Yazīd

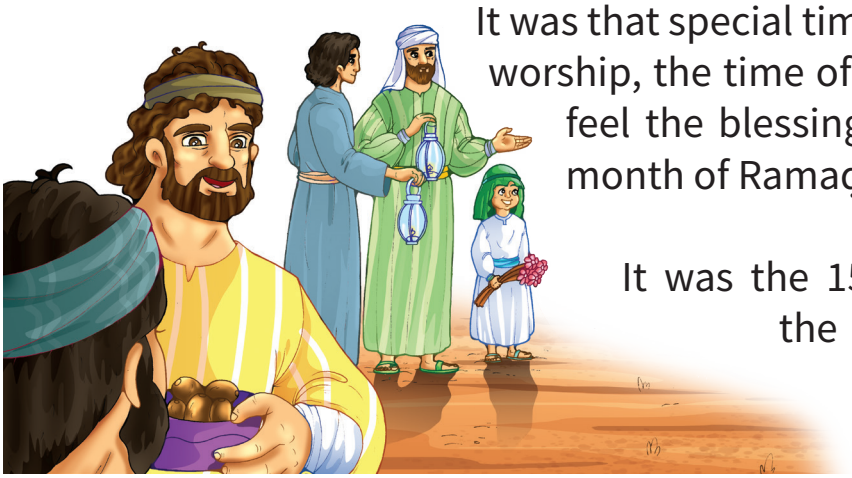
4. Who poisoned Imām Ḥasan (ʿa)?
   a. Muʿāwiyah
   b. Juʿdah, Imām Ḥasan's wife
   c. Ibn Muljim
   d. Yazīd.

5. Who recited the adhān and iqāmah in Imām Ḥasan's ears?
   a. Prophet Muḥammad's
   b. Imām ʿAlī (ʿa)
   c. Imām Ḥusayn (ʿa)
   d. None of the above

6. Who was Imām Ḥasan's brother?
   a. Prophet Muḥammad's
   b. Imām ʿAlī (ʿa)
   c. Imām Ḥusayn (ʿa)
   d. None of the above

Storytime 3.4: The Good Doer

Blessed Names 4: Why Was He Named Hasan (a)?



It was that special time of the year again — the time for worship, the time of remembrance. You could almost feel the blessings in the air. Yes, it was the holy month of Ramaḍān in Medina!

It was the 15th day of the holy month, and the house of Imām ʿAlī (ʿa) was filled with excitement! After hours of anticipation, the sound of a crying baby echoed throughout the small house.

At last, Prophet Muḥammad's first grandson had entered this world!

The beautiful baby was gently placed in the arms of his loving father, Imām ʿAlī (ʿa). He held his son tightly and gently kissed his forehead.

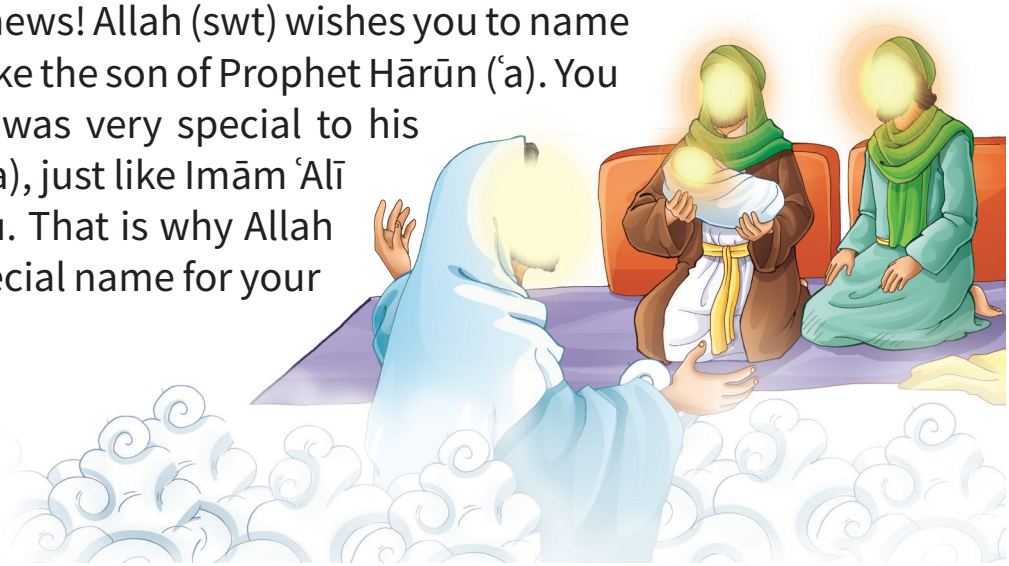
Prophet Muḥammad (ṣ) was overjoyed seeing his beautiful grandchild. He wrapped him in a pure white blanket and asked Imām ʿAlī (ʿa), "What name have you chosen?"

Imām ʿAlī (ʿa) replied, "O Rasūlullāh, how can I make such an important decision without asking you first? Only the name that you choose will be given to this child."

The Prophet (ṣ) smiled and replied, "And I will not name him without asking Allah (swt) first."

All of a sudden, a bright light shone from the sky and Angel Jabrāʾīl descended from heaven. He greeted the Prophet (ṣ), "Salāmun ʿalaykum, O Messenger of Allah (swt)! Allah (swt) sends His peace upon you and congratulates you on the birth of your beautiful grandson."

“I have come with good news! Allah (swt) wishes you to name this child Shubbar, just like the son of Prophet Hārūn (ʿa). You see, Prophet Hārūn (ʿa) was very special to his brother, Prophet Mūsā (ʿa), just like Imām ʿAlī (ʿa) is very special to you. That is why Allah (swt) has chosen this special name for your grandson.”

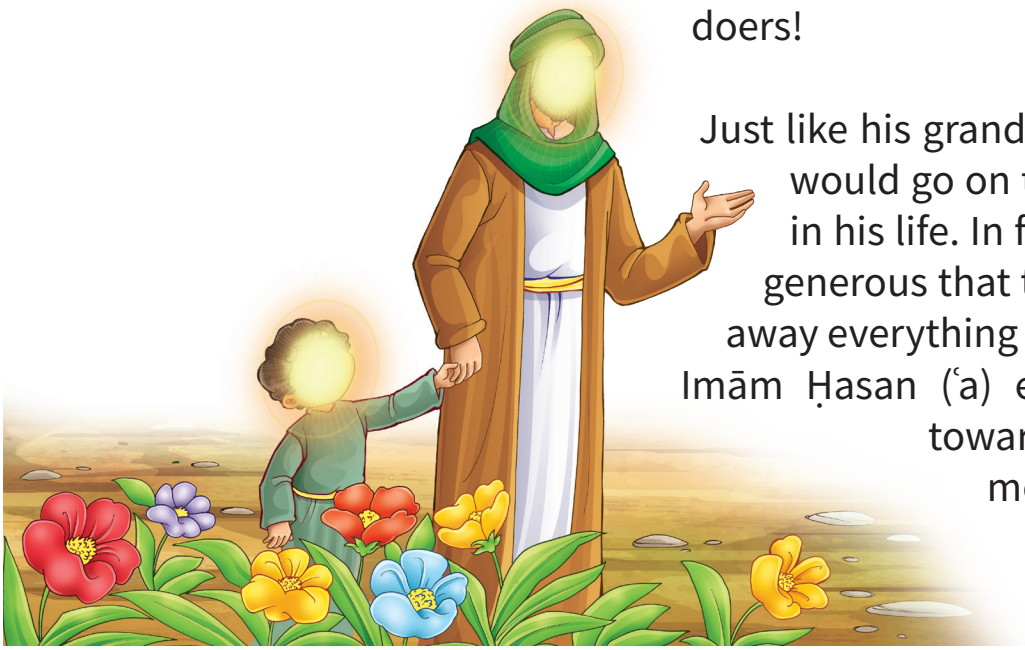


Prophet Muḥammad (ṣ) was overjoyed! He asked, “O Jabrāʾīl, how do you say ‘Shubbar’ in Arabic?”

Jabrāʾīl smiled and said, “Ḥasan.”

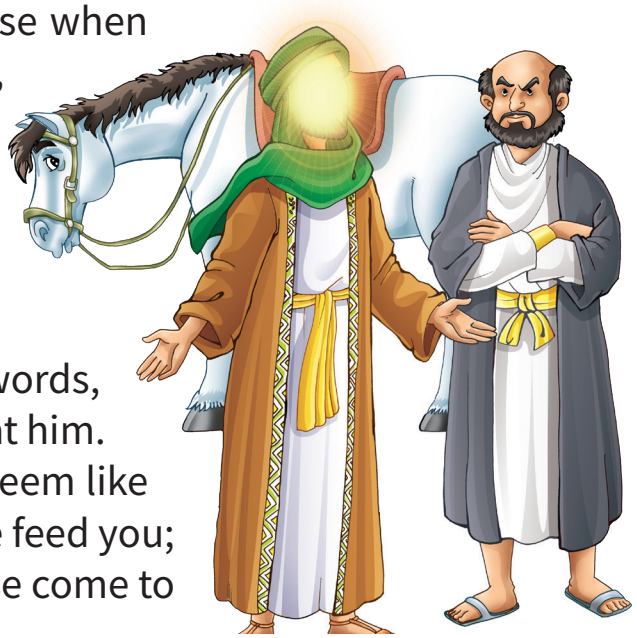
The Prophet (ṣ) was delighted upon hearing this beautiful name and announced to everyone in the room, “Allah (swt) has named this child Ḥasan! ‘Ḥasan’ means ‘goodness’ or the ‘good-doer.’”
Everybody smiled and rejoiced when they heard the Prophet’s announcement.

What a wonderful name for this child, who would grow up to be the best of the good-doers!



Just like his grandfather, Imām Ḥasan (ʿa) would go on to do many good deeds in his life. In fact, he was so kind and generous that twice in his life, he gave away everything he owned to the poor. Imām Ḥasan (ʿa) even showed kindness towards those who were mean to him!

One day, Imām Ḥasan (ʿa) was riding his horse when a man suddenly blocked his way. This man, who had just come from Damascus, did not like the Prophet's family and began saying cruel things to Imām Ḥasan (ʿa).



When the man finished saying his hurtful words, Imām Ḥasan (ʿa) got off his horse and smiled at him. He said, "Salāmun ʿalaykum, O brother. You seem like you are new in town. If you are hungry, let me feed you; if you need something, let me help you. Please come to my home and be my guest."

The man was shocked at Imām Ḥasan's kindness, and tears began rolling down his face. He felt so ashamed of the way he had spoken to Imām Ḥasan (ʿa) that he immediately fell to his knees, begging for forgiveness.

Imām Ḥasan's kindness did not stop He was even kind to animals! One while he was eating, a hungry dog

came and sat in front of him. Imām Ḥasan (ʿa) began to tear pieces off of his bread to share with the dog.

One of his companions was walking by and looked surprised to see the Imām (ʿa) feeding the dog. He asked, “O Imām Ḥasan (ʿa), is this dog bothering you? Should I take him away so that you can finish eating in peace?”

The Imām (ʿa) replied, “No, please let him be.”

His companion looked surprised and asked, “Why, O son of Rasūlullāh (ṣ)?”

Imām Ḥasan (ʿa) gently answered, “I would feel ashamed before Allah (swt) if I eat from His blessings while a hungry creature is looking at me and I do not share.”

It is said that every morning, Imām Ḥasan (ʿa) would spread out a large carpet in

front of his house where he would sit and offer to help all the poor people who were passing by. It would get so crowded outside his home that they would have to close down the street!

Others would come just to admire his beautiful face because it would remind them of Rasūlullāh (ṣ). And as they watched him help the poor so lovingly, they were reminded of the generosity of Rasūlullāh (ṣ).

May the peace and blessings of Allah (swt) be upon Imām Ḥasan al-Mujtabā (ʿa), who truly lived up to his name: the best of good-doers.

Biḥār al-Anwār, Vol. 43, P. 238
Biḥār al-Anwār, Vol. 43, P. 344
Biḥār al-Anwār, Vol. 43, P. 352

Activity 3.4b: Coloring

Activity 3.4c: Review Questions

Answer the questions about the story you just read.

1. Allah (swt) named Imām Ḥasan (ʿa) "Shubbar," just like the son of

   Prophet Hārūn (ʿa).

2. Imām Ḥasan (ʿa) even showed kindness to those who

   were mean to him.

3. Once, Imām Ḥasan (ʿa) shared pieces of his bread with a dog.

4. "Ḥasan (ʿa)" means goodness or the

   good doer.

Lesson 3.5: Imām Ḥusayn (ʿa)

Name:	Ḥusayn (ʿa)
Title:	Sayyid ash-Shuhadā' (Leader of the Martyrs)
Birth:	3rd Shaʿbān, 4 AH in Medina
Father:	Imām ʿAlī (ʿa)
Mother:	Sayyidah Fāṭimah (ʿa)
Shahādah:	10th Muḥarram, 61 AH in Karbalāʾ
Buried:	Karbalāʾ, Iraq

Birth

Imām Ḥusayn (ʿa) was the second child of Imām ʿAlī (ʿa) and Sayyidah Fāṭimah (ʿa). He was born on the 3rd of Shaʿbān, and the Prophet (ṣ) recited the adhān and iqamāh in his ears, just as he had done when Imām Ḥasan (ʿa) was born.

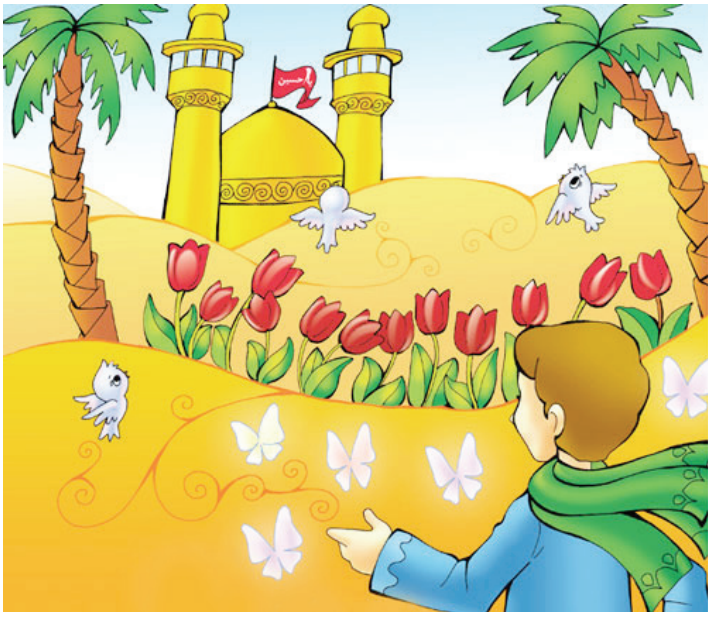
One day, an evil ruler named Yazīd wanted Imām Ḥusayn (ʿa) to pledge allegiance to him. Imām Ḥusayn (ʿa) refused to follow Yazīd because Yazīd was not chosen by Allah (swt) to be the leader of the Muslims. He was a bad man who was changing all the wonderful things Prophet Muḥammad (ṣ) had taught about Islam!

Karbalāʾ

Yazīd was very angry because Imām Ḥusayn (ʿa) had refused to pledge allegiance to him. He sent a huge army, under the command of ʿUbaydullāh ibn Ziyād, and surrounded Imām Ḥusayn (ʿa), his family and his 72 loyal companions.

It was an unfair fight, and on the 10th of Muḥarram, Imām Ḥusayn (ʿa) and his companions were martyred in Karbalāʾ by Yazīd's army. Even though this was a very sad event, Imām Ḥusayn (ʿa) saved Islam on that day!

You see, if Imām Ḥusayn (ʿa) had agreed to follow and pledge allegiance to



Yazīd, true Islam would have been gone forever. No one would be able to learn or teach true Islam.

We should always ask for Imām Ḥusayn's help because Allah (swt) loves the Imām and has told us to ask them to help us. After all, they are close to Allah (swt). Imām Ḥusayn (ʿa) even helped an angel get back to Jannah when he was just a baby! Inshāʾ Allāh we will read about this miraculous story in the next chapter.

Activity 3.5a: Phrase Unscramble

Prophet Muḥammad (ṣ) has many aḥādīth (sayings) about Imām Ḥasan (ʿa) and Imām Ḥusayn (ʿa). One of these sayings is given in the numbers noted below. Find the letters for the same number from the key and write them below.

KEY

1	2	3	4	5	6	7	8	9	10
A	B	C	D	E	F	G	H	I	J

11	12	13	14	15	16	17	18	19	20
K	L	M	N	O	P	Q	R	S	T

21	22	23	24	25	26
U	V	W	X	Y	Z

H	A	S	A	N
8	1	19	1	14

A	N	D
1	14	4

H	U	S	A	Y	N
8	21	19	1	25	14

A	R	E
1	18	5

T	H	E
20	8	5

L	E	A	D	E	R	S
12	5	1	4	5	18	19

O	F
15	6

T	H	E
20	8	5

Y	O	U	T	H
25	15	21	14	7

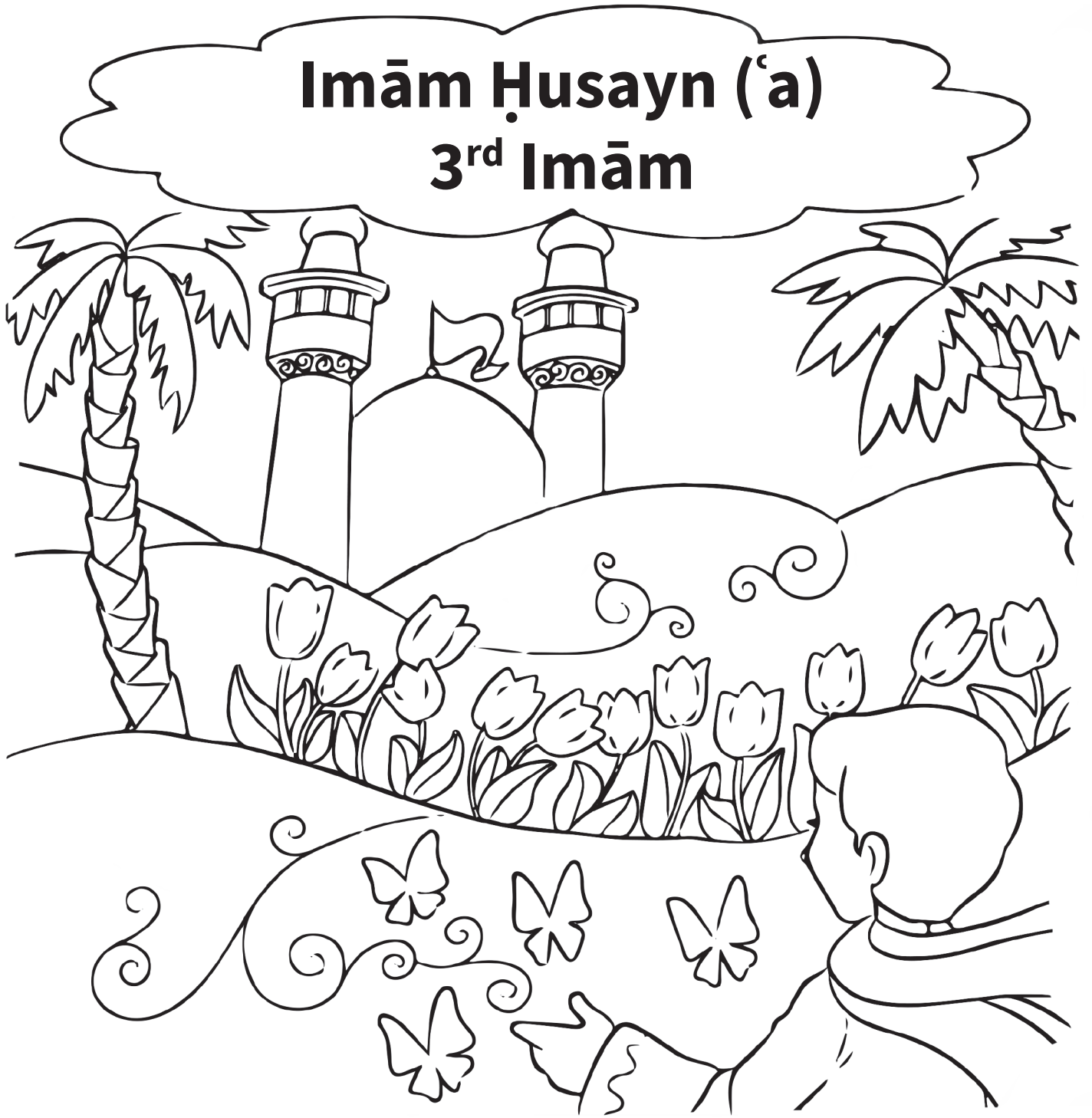
O	F
15	6

H	E	A	V	E	N
8	5	1	22	5	14

Activity 3.5b: Color the Picture

Many people were martyred with Imām Ḥusayn (ʿa) in Karbalāʾ. Do you remember the number? Write the number in the box and color the picture below.

Activity 3.5c: Coloring



Activity 3.5d: Multiple Choice

Circle the correct answer.

1. Who was Imām Ḥusayn's father?
   a. Imām ʿAlī (ʿa)
   b. Prophet Muḥammad (ṣ)
   c. Prophet Ādam (ʿa)

2. Who was Imām Ḥusayn's (ʿa) mother?
   a. Sayyidah Fāṭimah (ʿa)
   b. Sayyidah Zaynab
   c. Lady Khadījah

3. Yazīd was very angry because Imām Ḥusayn (ʿa) had refused to pledge allegiance to him.
   a. False
   b. True

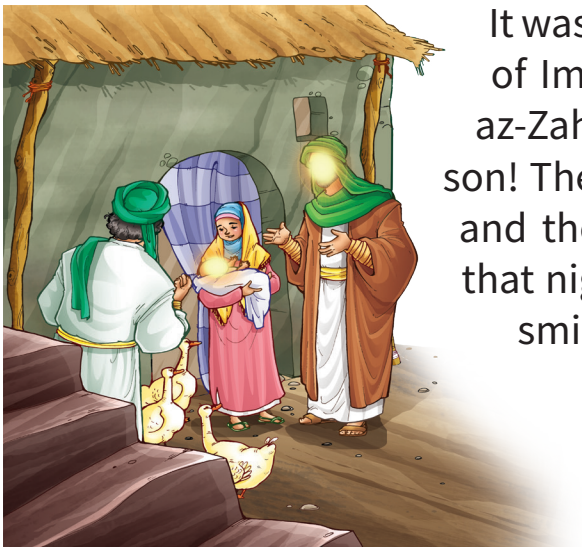
4. Where was Imām Ḥusayn (ʿa) martyred?
   a. Mecca
   b. Medina
   c. Karbalāʾ

5. Imām Ḥusayn (ʿa) was given the title
   a. Sayyid ash-Shuhadāʾ
   b. Al-Mujtabā
   c. Asadullāh

6. Sayyid ash-Shuhadāʾ means
   a. Leader of the martyrs
   b. Leader of the pious
   c. Leader of the believers

Storytime 3.5: The Good Doer

Blessed Names 5: Why Was He Named Husayn (a)?



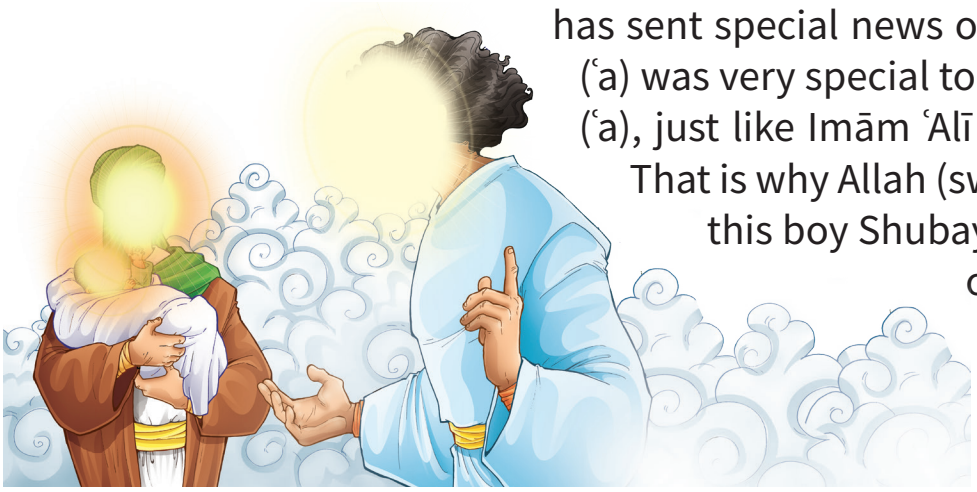
It was a very happy and joyful day in the blessed house of Imām ʿAlī (ʿa). You see, his wife, Sayyidah Fāṭimah az-Zahrāʾ (ʿa), had just given birth to another beautiful son! The entire city of Medina was filled with happiness, and the moon seemed to be shining especially bright that night! It was as if even the animals and trees were smiling!

When Prophet Muḥammad (ṣ) arrived at the home of his daughter, Sayyidah Fāṭimah 's helper, Asmāʾ, presented the newborn baby to the Prophet (ṣ). Oh, how happy he felt as he cradled his beautiful grandson, lovingly kissed his forehead, and thanked Allah (swt) for this great blessing.

Prophet Muḥammad (ṣ) asked Imām ʿAlī (ʿa), "Have you given this beautiful baby a name yet?"

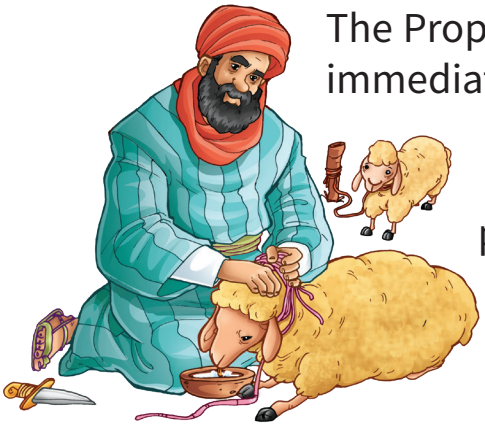
Imām ʿAlī (ʿa) respectfully replied, "No, O Rasūlullāh, I could never make such an important decision without asking you first."

Prophet Muḥammad (ṣ) smiled and replied, "And I could never make such a decision without asking Allah (swt) first." Just then, Angel Jabrāʾīl came down from the heavens and greeted the Prophet (ṣ). He said, "Salāmun ʿalaykum and congratulations on your second grandson! Allah (swt) has sent special news of a name for him. Prophet (ʿa) was very special to his brother, Prophet Mūsā (ʿa), just like Imām ʿAlī (ʿa) is very special to you. That is why Allah (swt) would like you to name this boy Shubayr, after the youngest child of Prophet Hārūn (ʿa)."



The Prophet (ṣ) asked, “What is the Arabic name for ‘Shubayr?’”

Angel Jabrāʾīl smiled and replied, “Ḥusayn.”

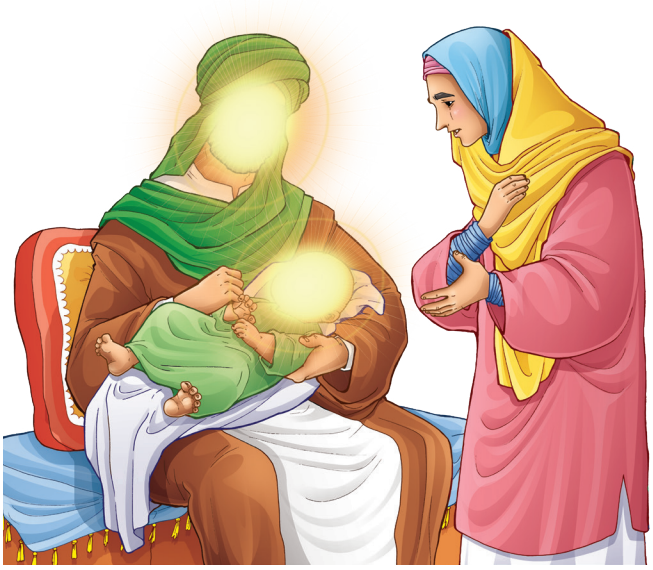


The Prophet (ṣ) was very happy when he heard this name. He immediately recited the adhān in the baby’s right ear and the ʿiqāmah in the left ear. He then arranged for a beautiful goat to be sacrificed to feed others, especially the poor, and for Baby Ḥusayn’s hair to be shaved. He was already a beautiful baby boy, but after his head was shaved, he seemed to glow brighter than the moon. The Prophet (ṣ) then weighed his hair and gave its weight in silver as charity. Lastly, Prophet Muḥammad (ṣ) placed a small amount of perfume on Baby Ḥusayn’s head and hugged him very close to his chest.

Angel Jabrāʾīl had one more important piece of news for the Prophet (ṣ); however, this was a sad one. Angel Jabrāʾīl told the Prophet (ṣ) that this sweet newborn would one day be martyred by the oppressors of his time. With a wave of his arm, he showed the Prophet (ṣ) the exact place where Imām Ḥusayn (ʿa) would be martyred. Upon hearing this, tears began to stream down the Prophet’s face.

Confused, Asmāʾ said to the Prophet (ṣ), “O Rasūlullāh, may my father and mother be sacrificed for you.* Why are you crying on the birth of your beautiful new grandson?”

*In our ḥadīth and duʿās, when someone wants to show the highest level of loyalty and love towards another person, they use this expression.



The Prophet (ṣ) began to cry even more. He answered, "I am crying for my grandson because he will one day be brutally martyred by the oppressors as he saves Islam." After hearing this, everyone became very sad, but they all tried to hold back their tears in hopes that they could still enjoy the birth of Baby Ḥusayn (ʿa).

Just like Imām Ḥasan (ʿa), Imām Ḥusayn's name also means "goodness" or "good doer." Have you heard of the story of how Baby Ḥusayn (ʿa) freed Angel Fiṭrus?

A long time ago, there was an angel named Fiṭrus, who had been sent away from Allah's throne because he wanted to live with the human beings. However, he soon began to miss being with the angels near Allah's throne, and he yearned to return, but he was now stranded on a faraway island.

On the special day that Imām Ḥusayn (ʿa) was born, Fiṭrus saw many angels coming down to earth. He grew very curious and asked Angel Jabrāʾīl, "O Angel Jabrāʾīl, what has happened?! Where are all the angels going?"

Jabrāʾīl shared the good news, "Allah (swt) has given the Prophet (ṣ) another grandson, Imām Ḥusayn (ʿa)! Allah (swt) loves this child so much that he has sent us all to go see him and congratulate the Prophet (ṣ)."

Upon hearing this, Fiṭrus begged, "Please, oh please, take me with you! Maybe for the sake of Imām Ḥusayn (ʿa), the Prophet (ṣ) will pray for me, and Allah (swt) will allow me to come back!"

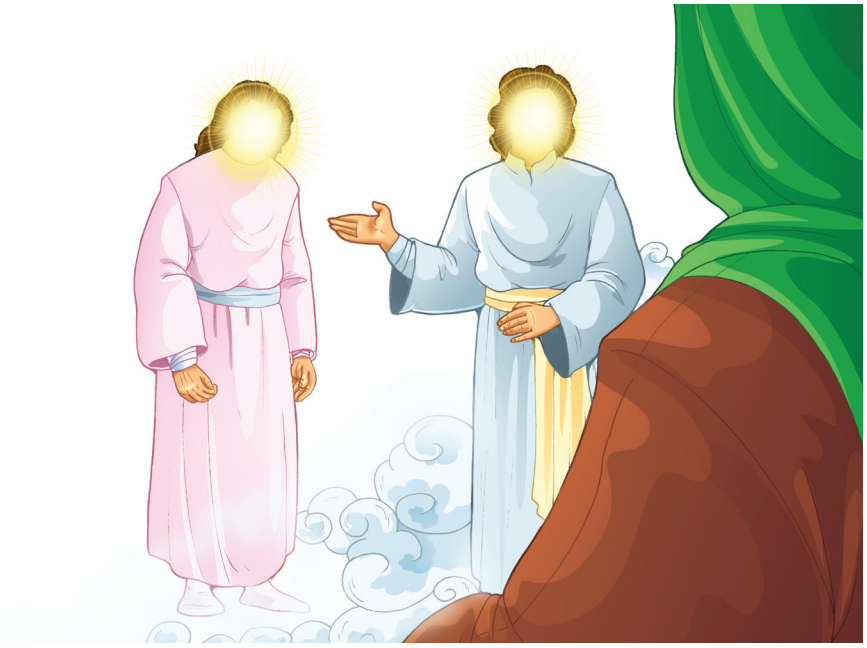
Angel Jabrāʾīl agreed and the angels continued along their way, taking Fiṭrus with them.

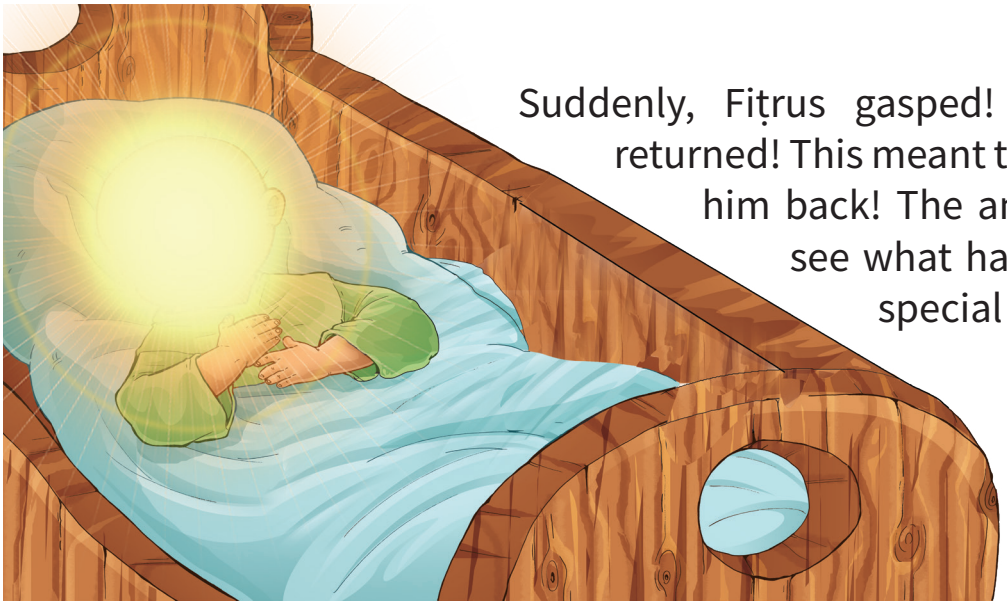
As the angels entered the home of Imām ʿAlī (ʿa), they greeted the Prophet (ṣ) and congratulated him on the birth of his new grandson. The Prophet (ṣ) thanked them for their good wishes.

Angel Jabrāʾīl then introduced Fiṭrus to the Prophet (ṣ) and said, “O Rasūlullāh, this angel left the throne of Allah (swt) and has been stranded on an island. He would like you to pray for him so that Allah (swt) may allow him to come back with us.”

The Prophet (ṣ) looked at Fiṭrus and smiled. He said, “Rub yourself against the cradle of Baby Ḥusayn (ʿa).”

All the other angels watched attentively as Fiṭrus came forward and gently rubbed himself against the cradle.





Suddenly, Fiṭrus gasped! His angelic light had returned! This meant that Allah (swt) had taken him back! The angels were fascinated to see what had happened. This was a special child, indeed!

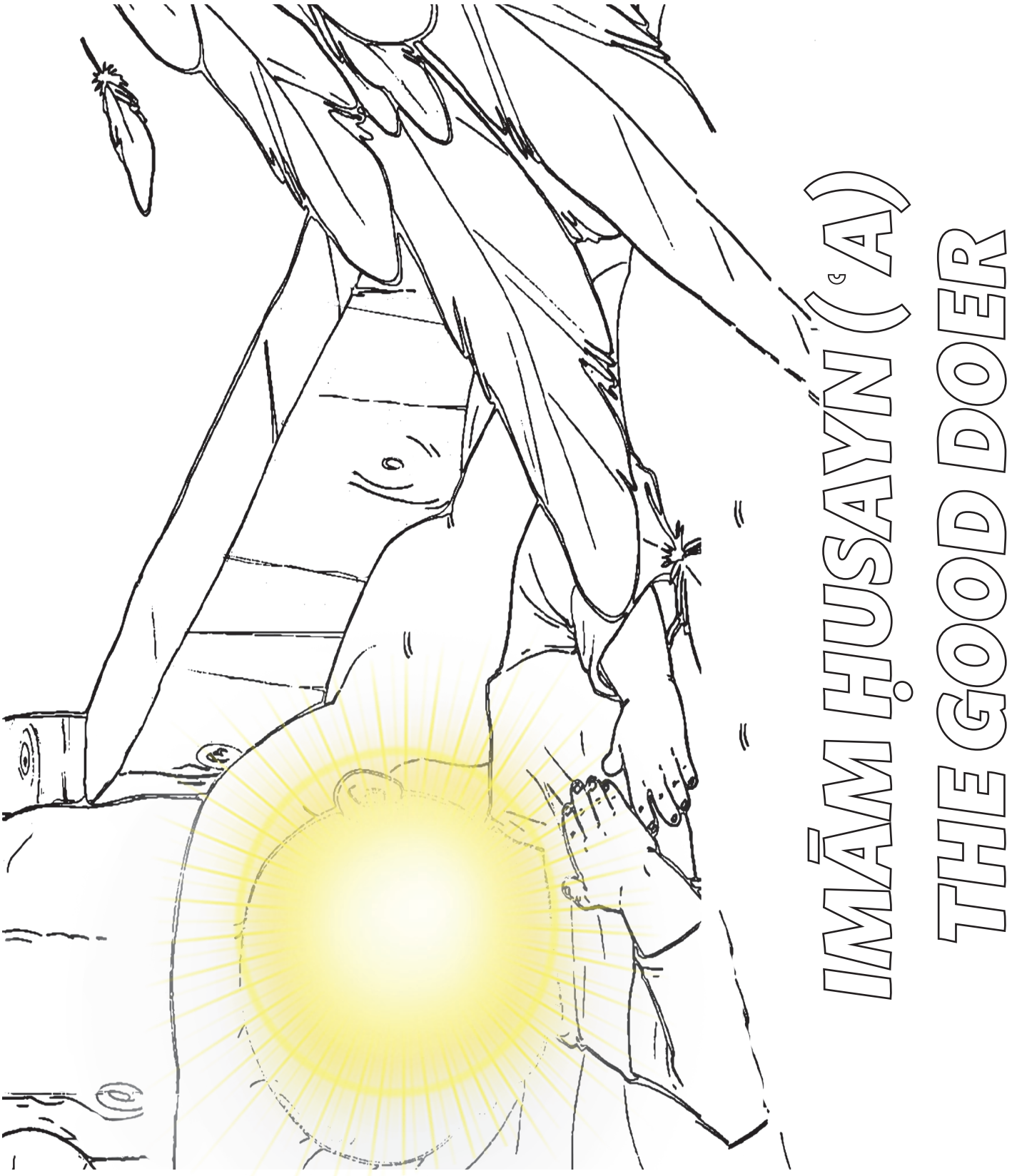
Fiṭrus was overcome with happiness and gratitude. He profusely thanked the Prophet (ṣ) and soared up to his rightful home in the heavens. As he made his way back, he exclaimed, “I have been freed by Imām Ḥusayn (ʿa)!”

By helping Fiṭrus, Imām Ḥusayn (ʿa) showed goodness even on the first day of his life! ‘Ḥusayn’ means “good-doer,” and so, from the start of Imām Ḥusayn's life to the end, he lived up to his name by always doing good deeds and encouraging others to do good as well.

May Allah (swt) send His peace and blessings upon Imām Ḥusayn (ʿa) and help us to follow in his footsteps by doing only good deeds, inshāʾAllāh!

Al-Amālī of Shaykh Sudūq, P. 197-198
ʿIlal ash-Sharāiʿ, P. 137-138
Biḥār al-Anwār, Vol. 44, P. 182

Activity 3.5e: Coloring



Activity 3.5f: Review Questions

Answer the questions about the story you just read.

1. Prophet Hārūn (ʿa) was very special to his brother Prophet Mūsā (ʿa), just like Imām ʿAlī (ʿa) was very special to Prophet Muḥammad (ṣ).

2. Angel Jabrāʾīl showed Muḥammad (ṣ) the events of Karbalāʾ when Imām Ḥusayn (ʿa) was born.

3. Fiṭrus was the angel who had been sent away from Allah's throne, but he got his angelic light back after he touched the cradle of Imām Ḥusayn (ʿa).

4. "Ḥusayn (ʿa)" also means goodness or the good doer.

Lesson 3.6: Imām as-Sajjad (ʿa)

Name:	ʿAlī (ʿa)
Title:	As-Sajjād (The One Who Does a lot of Sajdah), Zaynul ʿĀbidīn (Beauty of the Worshippers)
Birth:	15th Jumādā al-Ūlā or 5th Shaʿbān in Medina
Father:	Imām Ḥusayn (ʿa)
Mother:	Shahrbānū
Shahādah:	25th Muḥarram, 95 AH
Buried:	Jannatul Baqīʿ, Medina

Birth

Imām Zaynul ʿĀbidīn (ʿa) was the eldest son of Imām Ḥusayn (ʿa). His mother was the Persian princess Shahrbānū. When his grandfather, Imām ʿAlī (ʿa) was alive, he spent the first two years of his life under his care. However, when Imām ʿAlī (ʿa) passed away, his uncle, Imām Ḥasan (ʿa) taught him and guided him for 12 years. He was very blessed to have been taken care of and taught by such wonderful teachers!

Imām Zaynul ʿĀbidīn (ʿa) was at Karbalāʾ, where his father, relatives and the companions of his father were martyred by Yazīd's army.

Imāmah

In Karbalāʾ, the Imām (ʿa) fell very sick and was not able to fight. This was because Allah (swt) wanted to protect him so that he can become the next Imām in the world. After his father, Imām Ḥusayn (ʿa) was killed, Imām Zaynul ʿĀbidīn (ʿa) lived for 34 years praying to Allah (swt) and remembering the tragedy of Karbalāʾ. He cried a lot when remembering what had happened to his family and friends. However, he was also happy that they fought so bravely to keep Islam alive!

Special Way of Teaching

Imām Zaynul ʿĀbidīn (ʿa) worked very hard to teach the people about Islam. However, Yazīd's men made it very difficult as they would keep a close eye on him and sometimes wouldn't even let him leave his home!

But Imām Zaynul ʿĀbidīn (ʿa) did not give up! He decided that the best way to teach people about Islam was through prayers (duʿāʾ). It was almost like teaching a special code language! In these simple duʿās, there was so much to learn! Today we have a beautiful collection of his duʿās in a book called: "Ṣaḥīfah al-Kāmilāt as-Sajjādiyah."

Here is an example of one of his duʿās – the duʿāʾ for Sunday from Ṣaḥīfah al-Kāmilāt as-Sajjādiyah:

In the name of Allah (swt), the All-Kind, the All-Merciful.

In the name of Allah (swt) from whom I hope for nothing, except bounty, and from whom I fear nothing, but justice!

I rely upon His word, and I cling only to His cord!

Look! In just these few lines Imām (ʿa) is teaching us so much!

He is teaching us that:

1. Only Allah (swt) is the Provider — He gives us everything we need.
2. We should not fear Allah (swt), as He is the All-Forgiving and the All-Merciful, but at the same time He is also the All-Just, and it is this justice that we should fear.
3. We should only attach ourselves to Allah (swt) and no one else.

Activity 3.6a: Multiple Choice

Circle the correct answer.

1. Imām Zaynul ʿĀbidīn (ʿa) didn't fight in Karbalāʾ because he:
   a. was not in Karbalāʾ
   b. was too young
   c. was too sick to fight
   d. None of the above

2. Who made it difficult for Imām Zaynul ʿĀbidīn (ʿa) to teach the people about Islam?
   a. Yazīd
   b. Muʿāwiyah
   c. Abū Sufyān
   d. None of the above

3. What is the name of the book of Imām Zaynul ʿĀbidīn's teachings?
   a. Nahj ul-Balāghah
   b. Ṣaḥīfah al-Kāmilāt as-Sajjādiyah
   c. The Noble Qurʾān
   d. None of the above

4. The 4th Imām (ʿa) was known as "Zaynul ʿĀbidīn," which means:
   a. the trustworthy
   b. leader of the believers
   c. leader of the martyrs
   d. beauty of the worshippers

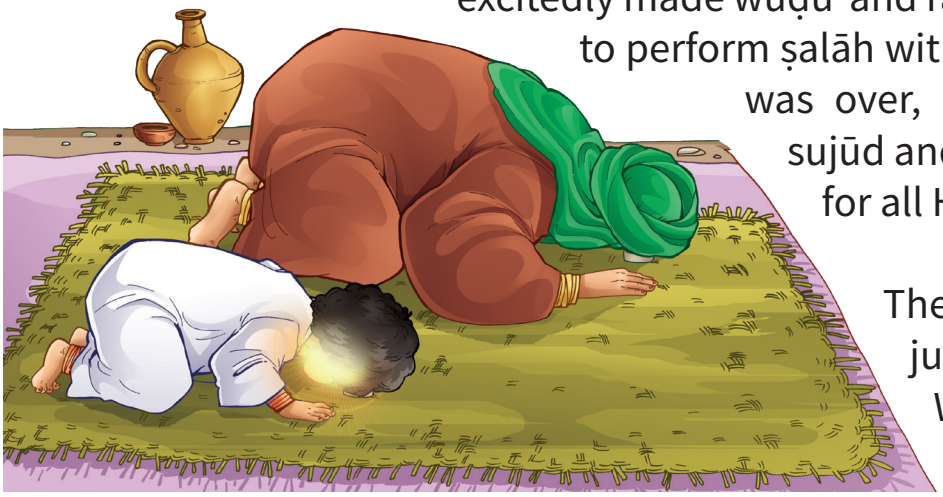
Storytime 3.6: The One Who Does a Lot of Sajdah

Blessed Names 6: Why Was He Named As-Sajjad (a)?

One sleepless night, young Bāqir (ʿa) slowly got up from his bed and gently tiptoed towards his father, Imām as-Sajjād's room. As he quietly peered inside the open door, he saw his father doing duʿāʾ and then go into sujūd, softly weeping. He silently turned away and crawled back into bed.

After a while, the young Imām (ʿa) leapt out of his bed and again went to his father's room. To his surprise, he saw his father still in sujūd, praying to Allah (swt). The young Imām (ʿa) couldn't sleep, so all night, he would quietly go check on his father, and each time, he would see him in sujūd.

When young Bāqir (ʿa) finally heard the Fajr adhān being called outside, he excitedly made wuḍūʾ and ran towards his father's room to perform ṣalāh with him. As soon as the prayer was over, his father went down into sujūd and began thanking Allah (swt) for all His blessings.



The young Imām (ʿa) tried to do just as his father was doing. When his father finally sat up from sujūd, his son could not help but admire the mark on his father's forehead. His face was shining from the nūr of worship!

After the prayer ended, the young Imām al-Bāqir (ʿa) and his father, Imām as-Sajjād (ʿa), headed outside to begin their morning duties.

As they walked through the bazaar, they could see children laughing, animals chasing each other, and people talking and trading goods. However, on this day, the Imāms also heard two men loudly fighting in the market.

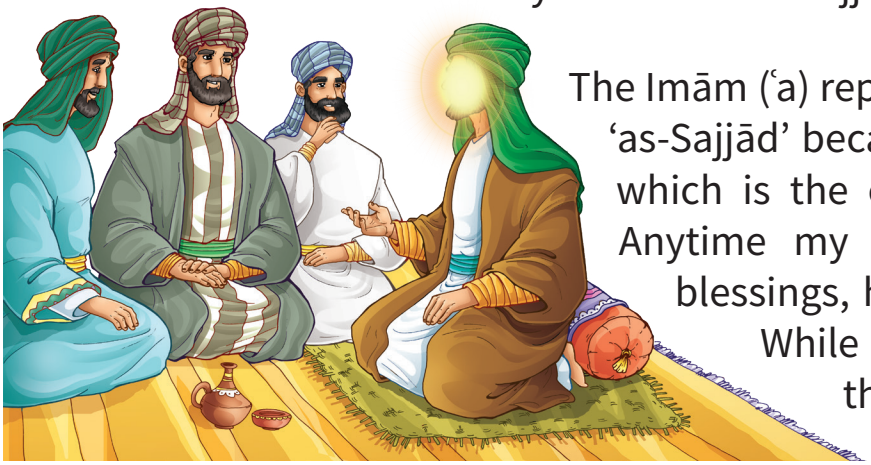
As Imām as-Sajjād (ʿa) and Imām al-Bāqir (ʿa) approached the men, they both lowered their voices and said salām to the Imāms. Imām as-Sajjād (ʿa) replied to them and then asked, “Why are the two of you fighting?”

Both men began talking at the same time, each trying to tell his side of the story, angry at the other. The Imām (ʿa) felt sad and did not like arguments between friends, so he stayed with them and helped them find a solution. The young Imām al-Bāqir (ʿa) watched in amazement as he saw his father help the two men become friends again!

When they arrived back home, Imām as-Sajjād (ʿa) went into his room, and young Imām al-Bāqir (ʿa) followed.

Again, he saw Imām as-Sajjād (ʿa) go into sujūd, thanking Allah (swt) for being able to help the two men at the bazaar.

Years passed, and Imām as-Sajjād (ʿa) was martyred by the evil caliph. Imām al-Bāqir (ʿa) missed his father dearly, and always remembered the special times they spent together. Whenever his companions gathered around, he would tell them about his blessed father. One day, a companion asked, "O my Imām, why did they call your father 'as-Sajjād?'"



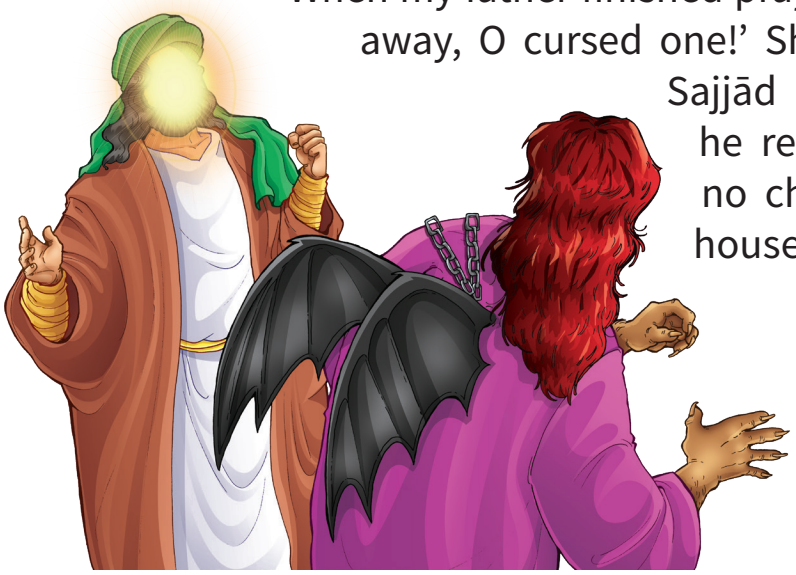
The Imām (ʿa) replied, "They would call my father 'as-Sajjād' because he would do a lot of sujūd, which is the closest position to Allah (swt)! Anytime my father would think of Allah's blessings, he would humbly go into sujūd. While he would read Qurʾān, during all the mustaḥab places of sajdah, he would go into sujūd.

When my father would complete his prayer, he would go into sujūd. Even when he helped make peace between others, he would...go into sujūd!

You see, my father would go into sujūd any chance he could get, and for this reason, he was called ‘as-Sajjād,’ which means ‘the one who does a lot of sujūd.’”

Imām al-Bāqir (ʿa) continued, “Sometimes, when I couldn’t sleep, I would watch my father wake up in the middle of the night and go to the Kaʿbah to do ṭawāf. He would hold on to the walls of the Kaʿbah and cry and thank Allah (swt). He would then go into sujūd and cry so much that the floor below him would become wet with his tears! While everyone else was fast asleep, my father would be busy praying and supplicating to Allah (swt). He loved talking, worshiping, and praying to Allah (swt) so much that the wicked Shayṭān would become upset because he could not go near my father!”

Imām al-Bāqir (ʿa) continued, “One day, Shayṭān was so upset at how much my father worshiped Allah (swt) that he wanted to trick him. So, he made himself look like a snake and tried to distract my father as he was praying. No matter how hard he tried, my father kept concentrating on his ṣalāh.



When my father finished praying, he immediately exclaimed, ‘Go away, O cursed one!’ Shayṭān was shocked that Imām as-Sajjād (ʿa) recognized him! Embarrassed, he returned to his normal self and had no choice but to immediately leave the house.”

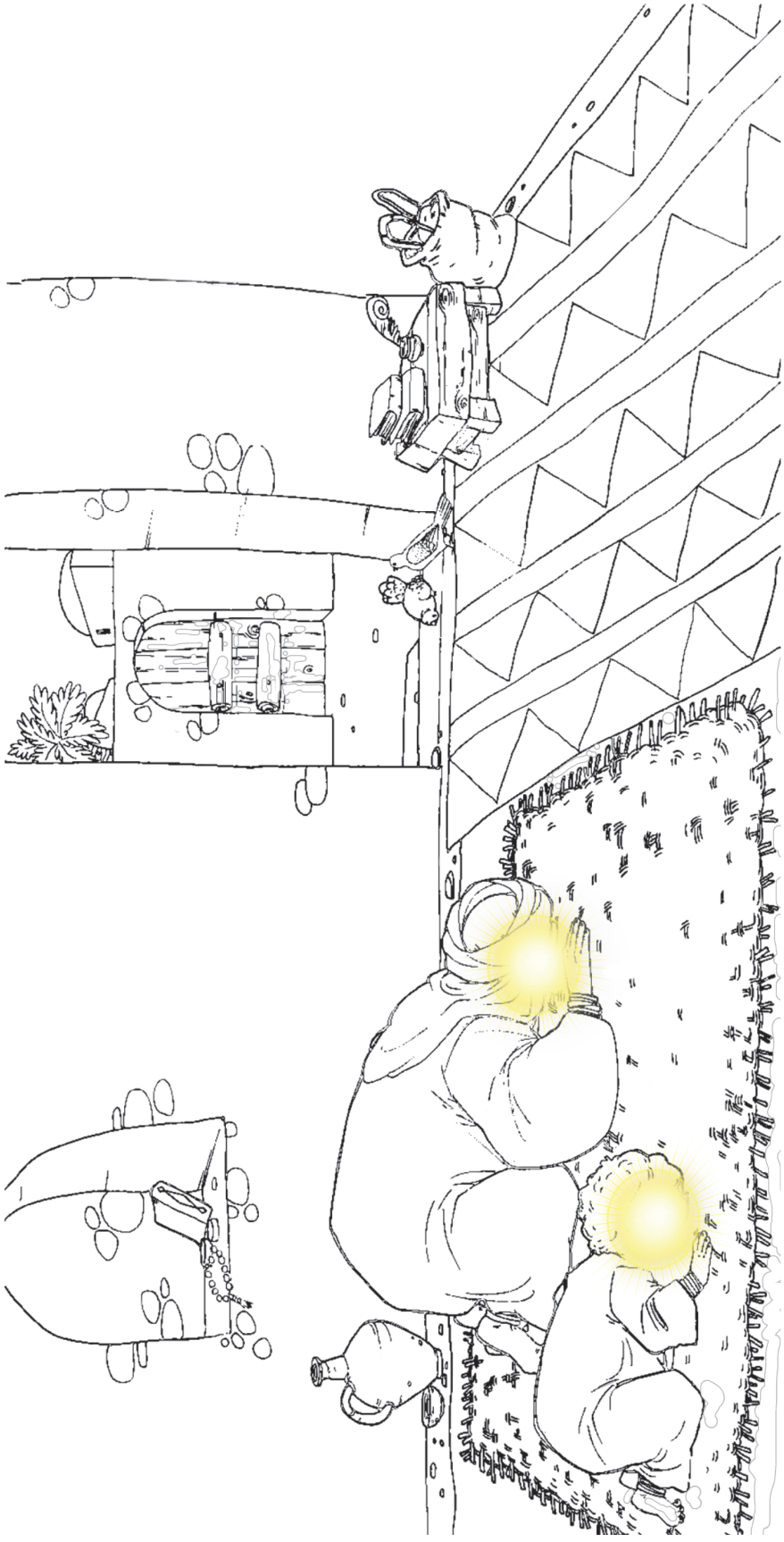
“Up in the heavens, the angels were amazed when they saw what had happened to Shayṭān! One of the angels said, ‘Indeed, Imām as-Sajjād (ʿa) is Zaynul ʿĀbidīn, the beauty of the worshippers!’”

This is another title of Imām as-Sajjād (ʿa), which shows how much he loved to worship Allah (swt). All the angels watching agreed and immediately began chanting, “Yā Zaynul ʿĀbidīn! Yā Zaynul ʿĀbidīn! Yā Zayn al-ʿĀbidīn!”

May Allah (swt) send His blessings upon Imām as-Sajjād (ʿa), who had such a strong connection with Allah (swt) because of all the sujūd and worship he did!

Uṣūl al-Kāfī, Vol. 1, P. 528

Activity 3.6b: Coloring



IMĀM AS-SAJJĀD (ʿA)
THE ONE WHO DOES A LOT OF SAJDAH

Activity 3.6c: Review Questions

Answer the questions about the story you just read.

Why was the 4th Imām (ʿa) called "as-Sajjād (ʿa)?"

He is called "as-Sajjād" because he would do a lot of sajdah. When he would remember the blessings in his life, he would bow down in sajdah.

1. Sūjūd/sajdah is the _____closest_____ position to Allah (swt).

2. Once, Shayṭān made himself look like a _____snake_____ to distract Imām Sajjād (ʿa) while he was praying.

Give one example of when Imām Sajjād (ʿa) would do sajdah, as told by Imām Bāqir (ʿa):

Whenever he remembered the blessings of Allah (swt)

Lesson 3.7: Imām al-Baqir (ʿa)

Name:	Muḥammad (ʿa)
Title:	Al-Bāqir (The Splitter and Spreader of Knowledge)
Birth:	1st of Rajab 57 AH in Medina
Father:	Imām Zaynul ʿĀbidīn (ʿa)
Mother:	Fāṭimah, daughter of Imām Ḥasan (ʿa)
Shahādah:	7th Dhūl Ḥijjah 114 AH
Buried:	Jannatul Baqīʿ, Medina

Birth

Imām Muḥammad al-Bāqir (ʿa) was born in Medina on the 1st of Rajab 57 AH. He is the son of our 4th Imām Zaynul ʿĀbidīn (ʿa). His mother is Fāṭimah, the daughter of Imām Ḥasan (ʿa).

When he was four years old, Imām al-Bāqir (ʿa) was with his family in Karbalā'. After the martyrdom of his grandfather, Imām Ḥusayn (ʿa), he was taken as a prisoner with Sayyidah Zaynab and the other members of the Ahlul Bayt (ʿa).

Imāmah

Imām al-Bāqir (ʿa) became Imām after his father, Imām Zaynul ʿĀbidīn's shahādah. Unlike his father who was not able to teach Islam easily because of Yazīd and the Umayyah family's strict guards, Imām al-Bāqir (ʿa) was able to teach freely since the rulers were busy with other problems.

The Imām (ʿa) had many students and taught the teachings of Prophet Muḥammad (ṣ) and the Ahlul Bayt (ʿa). He taught science, math, biology, physics, chemistry, medicine and many other topics! This is why he is known as "al-Bāqir". What do you think "al-Bāqir " means? We will learn about the secret behind this title in the story we read after this lesson!

Imām al-Bāqir (ʿa) also helped create the first Islamic coin! One side of the coin said, "Lā ilāha illallāh" – There is no god except Allah (swt). And on the other side, it said "Muḥammadur Rasūlullāh" – Prophet Muḥammad (ṣ) is His messenger.

Shahādah

The people loved Imām al-Bāqir (ʿa) because he was their Imām and taught them a lot! This made the evil ruler of the time, Hishām ibn ʿAbdul Malik, very jealous! He did not like that Imām al-Bāqir (ʿa) was popular and had so many students; so, he decided to kill the Imām (ʿa). Some aḥādīth say that he ordered a man to deliver a horse saddle that had poison on it. When the Imām (ʿa) sat on the saddle, the poison killed him.

He died at the age of 57 in Medina in 114 AH. Alḥamdulillāh, he was able to teach so many people in his short life. Did you know that some of the medicine we use today comes from Imām al-Bāqir (ʿa)?!

He is buried in Jannatul Baqīʿ next to his father.

Activity 3.7a: Multiple Choice

Circle the correct answer.

1. Imām Muḥammad al-Bāqir (ʿa) is our _____ Imām.
   a. 3rd
   b. 4th
   c. 5th

2. The father of Imām al-Bāqir (ʿa) is
   a. Imām Ḥusayn (ʿa)
   b. Imām Ḥasan (ʿa)
   c. Imām Zaynul ʿĀbidīn (ʿa) .

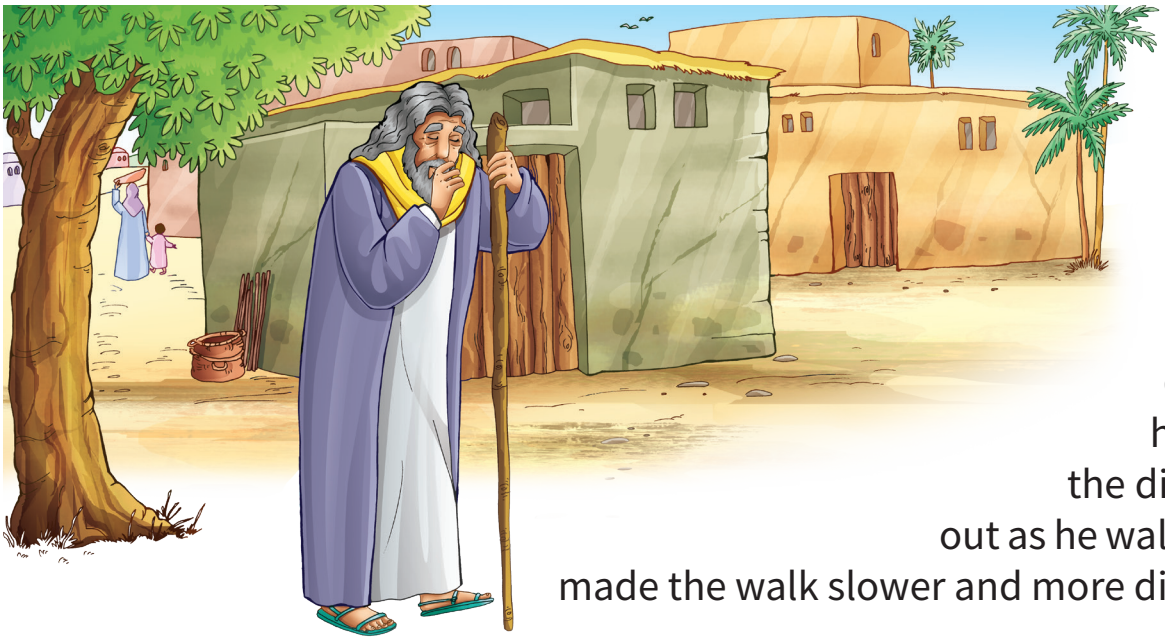
3. True or False: He was in Karbalāʾ when Imām Ḥusayn (ʿa) was martyred.
   a. True
   b. False

4. He died because he
   a. Ate poisoned grapes
   b. Rode a poisoned saddle
   c. Was killed with the sword

5. He is buried in
   a. Jannatul Baqīʿ
   b. Damascus
   c. Karbalāʾ

Storytime 3.7: The Splitter of Knowledge

Blessed Names 7: Why Was He Named Al-Baqir (a)?



An old man struggled as he walked through the sandy streets of Medina. He took turns digging his heavy staff into the dirt and pulling it out as he walked. His old age made the walk slower and more difficult.

He had lost almost all his energy as the burning sun of Medina made the ground radiate with heat. He paused and wiped the sweat off his face. As he walked through the village, he looked down every street and cried out over and over again with a dry mouth, “Bāqir! Bāqir! Where are you?! I must see you!”

He continued on his way, but it seemed as though the streets had become longer. The more he walked, the farther his destination seemed. The old man wanted to see Imām al-Bāqir (ʿa) so much that he could hardly wait.

Oh, where is he, he thought desperately.

After hours of searching, the old man finally leaned against the wall of a house and sat down. He just couldn’t go any farther! As he caught his breath, he saw a dry branch that had fallen from a date tree. He picked it up and was reminded of a green palm tree that used to stand tall in the city of Medina.

He remembered how 50 years ago, Prophet Muḥammad (ṣ) sat near that tree and said to him, “O Jābir, you will live in this world for such a long time that you will get to know my great-great grandson, the fifth Imām (ʿa). His name will also be Muḥammad, but he will be known as ‘al-Bāqir.’ When you see him, please give him my salām because I will no longer be in this world.”

Jābir had never forgotten that name, and since that day, he had never stopped looking for Imām Muḥammad al-Bāqir (ʿa).

However, as he sat on the step on that hot day, exhausted from all his walking, a strange feeling of longing suddenly overcame him. He thought to himself, the Prophet of Allah (ṣ) always kept his promises. If he has told me that I will see Imām al-Bāqir (ʿa), then I will definitely see him, even if there is only one day left in my life. But oh, I just can’t wait!

With that thought, Jābir dug the tip of his staff back into the ground and held onto it as he stood back up. He continued walking slowly again, determined not to give up. Soon, the streets were filled with the sounds of “Bāqir! Bāqir! Where are you, dearest Bāqir?”

Suddenly, the door of one of the houses swung open, and a beautiful child walked out with his father. The bright, heavenly face of the father caught Jābir's attention. As he moved closer, he recognized that this was Imām as-Sajjād (ʿa)!

Jābir excitedly said, "Salāmun ʿalaykum, O son of Rasūlullāh (ṣ)!" and kissed the Imām's hand out of respect. He then looked down at the face of the beautiful child, and all of a sudden, he became very still. You see, this child looked so much like the Prophet (ṣ)!

He knew the Imām (ʿa) had many children, but he wondered to himself, could this be him?!

He looked at the boy and kindly requested, "Please come here, dear child!" Jābir let go of his staff and gently placed his hands on the young boy's shoulders.

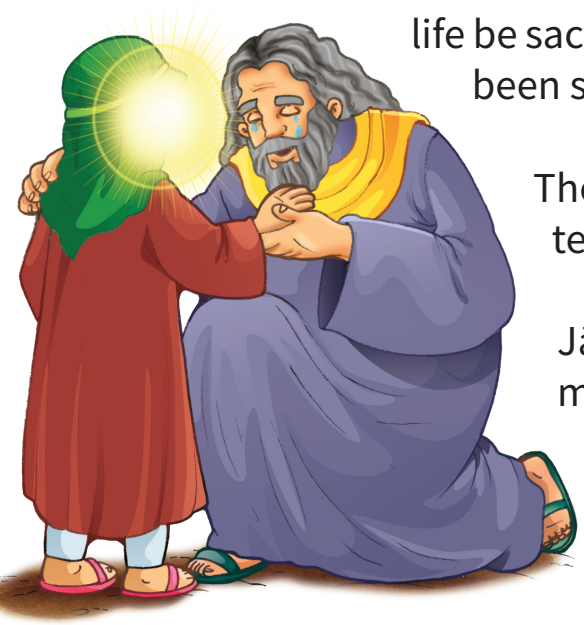
Jābir looked closely into the child's face, and then turned to Imām as-Sajjād (ʿa) and said, "I swear by Allah (swt), he looks just like Rasūlullāh (ṣ)!"

Jābir excitedly turned his gaze back to the child and asked, "What is your name?"

The young child politely answered, "My name is Muḥammad."

As his excitement grew, Jābir eagerly asked, "What is your title?"
The child responded, "It is al-Bāqir. I am the one who will split and spread knowledge to people."

Jābir's knees went weak, and he slowly fell to the ground and hugged the boy close to his chest. Tears gathered in his eyes and he exclaimed, "May my life be sacrificed for you!* You are Imām al-Bāqir (ʿa), the one I've been searching for!"



The child beamed, "Yes, I am al-Bāqir! Dear Jābir, please tell me the message that you have from my grandfather."

Jābir was amazed that the little boy knew about the message and told him, "My master! Your grandfather, Rasūlullāh (ṣ), told me that I would have the honor of meeting you one day. He told me that when I meet you, I should give you his salām, so salāmun ʿalaykum."

With tears in his eyes, Imām al-Bāqir (ʿa) took the tired, old hands of Jābir into his own and gently said, "Peace be upon the Messenger of Allah (ṣ) for as long as the earth and skies remain! Salām upon you, O Jābir, as you have given me the salām of the Prophet of Allah (ṣ)."

Jābir spent the entire day watching the young Imām (ʿa) play. As he watched the young Imām (ʿa) feed the animals so lovingly, he knew that this was a very special child. The day gradually came to an end, and Jābir asked for permission to leave.

As sad as he was to leave the Imāms (ʿa), Jābir thanked Allah (swt) for the blessing of meeting Imām Muḥammad al-Bāqir (ʿa), the one who would split and spread knowledge.*

*In our ḥadīth and duʿās, when someone wants to show the highest level of loyalty and love towards another person, they use this expression.

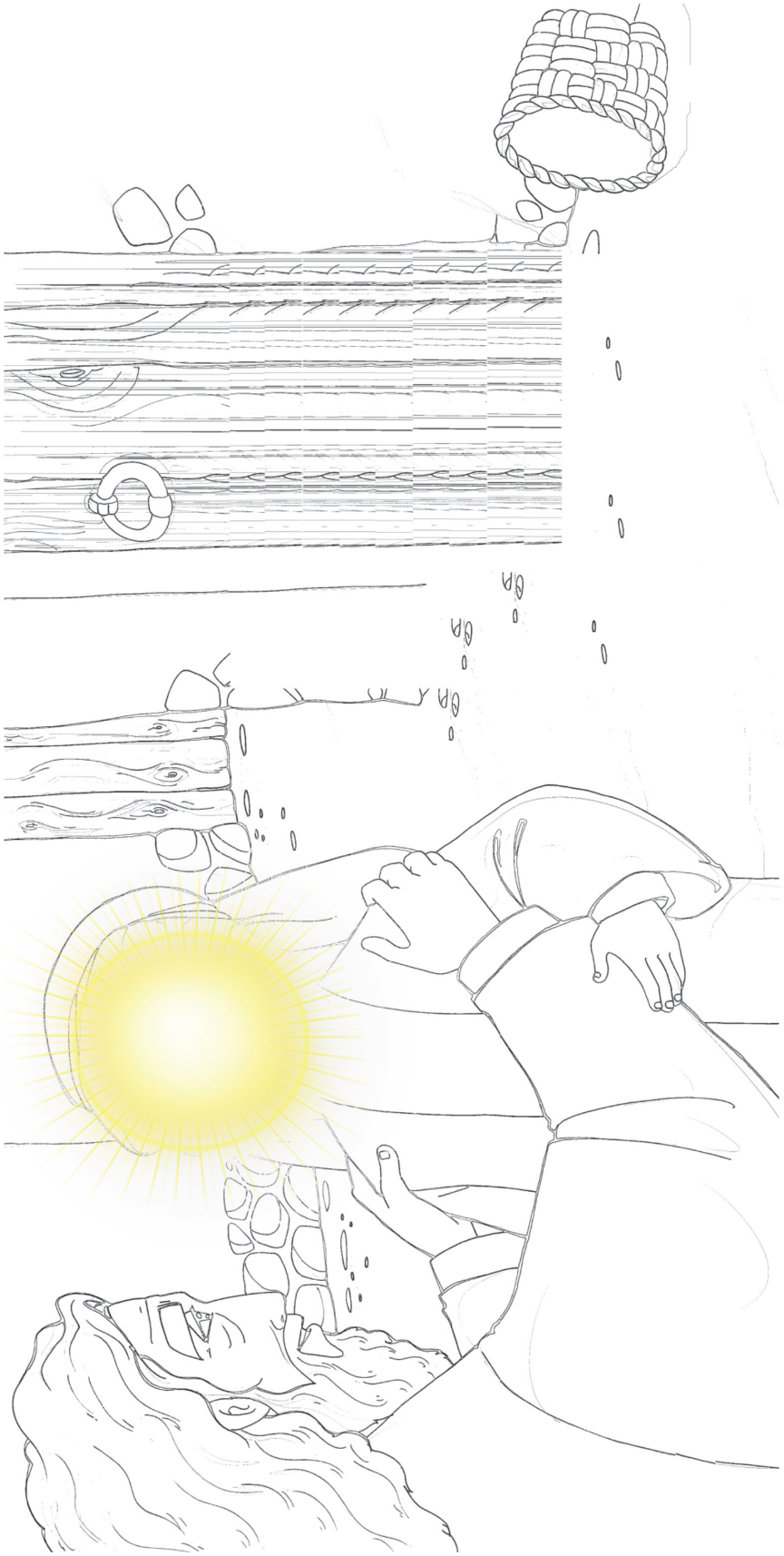
As the years passed and Imām al-Bāqir (ʿa) grew older, Allah (swt) blessed him by allowing him to be the Imām (ʿa) during a peaceful time. You see, the corrupt rulers were too busy fighting amongst themselves to pay any attention to him. Therefore, Imām al-Bāqir (ʿa) was able to dedicate his time to starting schools, masjids, and universities and spent many years teaching others.

O Allah (swt), bless Imām Muḥammad al-Bāqir (ʿa), who lived up to his name by splitting and spreading knowledge from east to west.

Biḥār al-Anwār, Vol. 46, P. 223, Hadith #1

*Sometimes knowledge is too complicated for people to understand, and sometimes people can't reach or don't have access to knowledge. Imām al-Bāqir (ʿa) was able to both split knowledge, making it easier for people to understand, and spread it for everyone to have.

Activity 3.7b: Coloring



IMĀM AL-BĀQIR (ʿA)
THE SPLITTER OF KNOWLEDGE

Activity 3.7c: Review Questions

Answer the questions about the story you just read.

1. Prophet Muḥammad (ṣ) told Jābir that he would live long enough to meet Imām Muḥammad al-Bāqir (ʿa) .

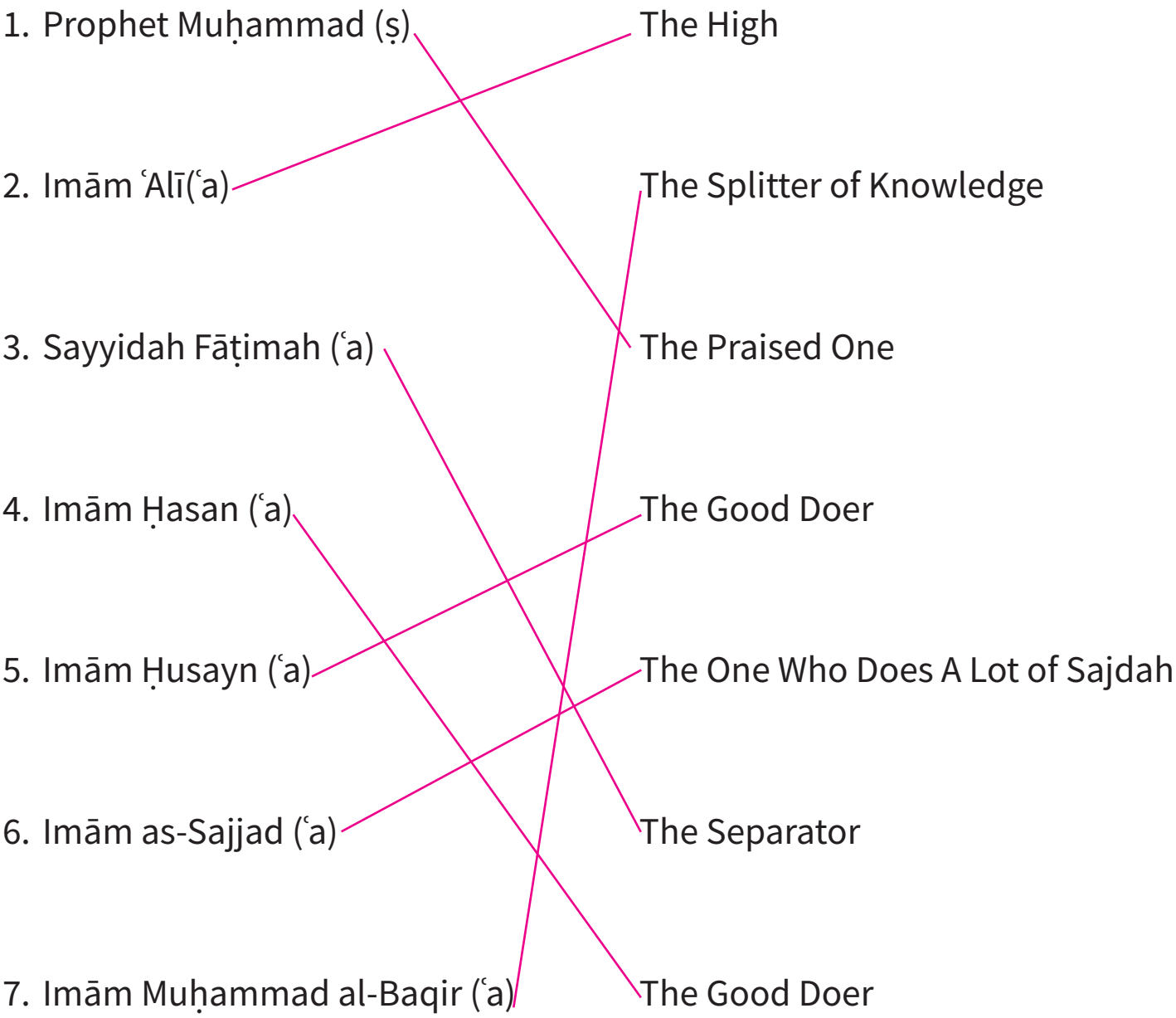
2. "Al-Bāqir" means the one who splits and spreads knowledge to people.

3. The evil rulers of Imām Bāqir's time were too busy fighting.

4. Because of this, Imām al-Bāqir (ʿa) was able to dedicate his time to starting, schools, universities, masjids, and _____.

Review: The First 7 Maʿṣūmīn

Match each Maʿṣūm's name with the meaning of his/her name.



CHAPTER 4:

PROPHETS

Teaching Guide 4.1: Prophet Ādam (ʿa)

TASK BAR

KEY WORDS

- Nabī نَـبِي
- Prophet Ādam (ʿa) آدَمْ
- Lady Ḥawwāʾ حَـوَّاء
- Iblīs إِبْلِيس
- Shayṭān شَيْطَان

STORY TIME

Students can turn to the Prophet Ādam (ʿa) story and follow along as you read to them.

ACTIVITIES

EVENTS IN ORDER: Students must place the events from the story in order.

MULTIPLE CHOICE: Students will choose the correct answer for each question.

In this lesson, students will learn more about Prophet Ādam (ʿa).

SAY: We are going to learn more about the first Prophet today. Does anyone remember what his name is? (Wait for answers.)

SAY: Yes, Prophet Ādam (ʿa) is the very first Nabī (Prophet) on Earth that Allah (swt) sent to guide us. We will be learning about him today. Let's begin by reading about Nabī Ādam (ʿa). I will read and I want you to listen very carefully.

Now turn to the STORY TIME located in the TASK BAR. Read to the class as students look at the pictures. After reading the story, use the following discussion questions to see if students understood the story:

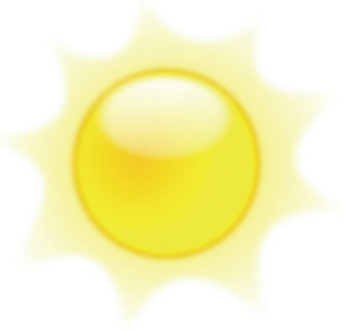
SAY:

- How was Nabī Ādam (ʿa) different from Allah's other creations? (Allah (swt) made him from clay; He gave him a soul)
- What did Allah (swt) ask the angels and jinns to do? (To bow to Nabī Ādam (ʿa))
- Who did not listen to Allah (swt)? (Iblīs or Shayṭān)
- Why did Iblīs think he was better than Nabī Ādam (ʿa)? (Because he was made of fire and Nabī Ādam (ʿa) was made of clay.)
- What did Shayṭān want? (For others to bow to him)
- If Shayṭān had asked Allah (swt) for forgiveness, do you think Allah (swt) would have forgiven him? (YES, because Allah (swt) is All-Merciful, but Shayṭān was too proud)

At this time, you can do the ACTIVITIES in the TASK BAR.

Lesson 4.1: Prophet Ādam (ʿa)

Long, long ago, there was no earth, sky, sun, or moon. Then Allah (swt) made a beautiful world.



Allah (swt) just said, "Be!" and He created the earth and the sky, the bright sun, the shining moon, twinkling stars, the tall mountains, and big oceans and seas.

Allah (swt) made the earth go around the sun in circles so that there would be day and night and many different seasons, too. Allah (swt) made the clouds and caused rain to fall and grass to grow. Soon, the Earth was full of lovely flowers—roses, tulips, pansies, daisies, lupins, and tall trees. Allah (swt) created all the animals and birds and insects; from the little black ant and the busy bees to the big eagles that fly high above. He created the tiny goldfish, the big whale, and also the elephants, lions, tigers, hippos, zebras, tall giraffes, fluffy rabbits, squirrels, horses, cows, goats, sheep, bears, and all the wonderful creatures that you know of. Allah (swt) made them all!

Look at all the juicy fruits in the market: oranges, sweet grapes, soft bananas, pears, pineapples, mangoes, cherries, and crunchy apples. Where did all of these fruits come from? Allah (swt) made them all grow on trees. Allah (swt) also made all the vegetables we love to eat: corn, potatoes, carrots, lettuce, peas and all the other yummy foods we eat.

Thank you Allah (swt) for making such a wonderful world!

Then, Allah (swt) decided to make a human being. Allah (swt) made the first human being out of mud and clay and called him Ādam. Then,

Allah (swt) gave a soul to Ādam and Ādam came to life!

Allah (swt) decided that Ādam was going to be the first human being and also the first Nabī on Earth. A Nabī is someone whom Allah (swt) chooses to guide other human beings and to teach others about Allah's religion, Islam. So Nabī Ādam (ʿa) is the father of all human beings and also the first Nabī (Prophet).

Allah (swt) gave Nabī Ādam (ʿa) the ability to see with his eyes, to smell with his nose, to taste with his tongue, to hear with his ears, and to feel with his skin. Allah (swt) taught Nabī Ādam (ʿa) many things and gave him a lot of knowledge.

Then, Allah (swt) created the first woman and called her Lady Ḥawwāʾ. Allah (swt) wanted Prophet Ādam (ʿa) and Lady Ḥawwāʾ to live together as the first family in the world.

So, Allah (swt) put Nabī Ādam (ʿa) and Lady Ḥawwāʾ in a beautiful garden and told them to live there happily.

All the human beings you see in the world today, of different colors and speaking different languages, are the children of Prophet Ādam (ʿa) and Lady Ḥawwāʾ. You and I are the children of Nabī Ādam (ʿa) and Lady Ḥawwāʾ, too!

Before Allah (swt) created Nabī Ādam (ʿa), Allah (swt) had already created many, many angels who were always worshipping Him and obeying Him. Amongst them, there was a different type of creature—a jinn—who was made out of fire and was called ʿAzāzīl. ʿAzāzīl worshipped Allah (swt) a lot and always hoped that Allah (swt) would make him a Prophet one day.

When Allah (swt) created Nabī Ādam (ʿa) and said He was going to make him a Nabī, ʿAzāzīl was very jealous and became very angry. Allah (swt) wanted to test ʿAzāzīl and all the angels. So He ordered all the angels to bow down before Nabī Ādam (ʿa). All the angels bowed before Nabī Ādam (ʿa), except for ʿAzāzīl. He refused because he was proud and jealous.

Allah (swt) asked ʿAzāzīl, "Why did you disobey Me and not bow before Ādam as I commanded you?"

And ʿAzāzīl said, "I will not bow before Ādam. I am better than him. You created him from mud and clay and you created me from fire. Fire is better than clay!"

Allah (swt) changed his name from ʿAzāzīl to "Iblīs," which means "the one who gave up on Allah's mercy." Another name for Iblīs is Shayṭān. Allah (swt) told Iblīs to leave Heaven.

Iblīs was now even more angry with Nabī Ādam (ʿa). He came to the beautiful garden where Nabī Ādam (ʿa) and Lady Ḥawwāʾ

were living happily, and told them to eat from the tree that Allah (swt) had told them not to eat from.

At first, Nabī Ādam (ʿa) and Lady Ḥawwāʾ refused. But then, Iblīs tricked them.

He promised by Allah's name that, if they ate from the tree they would never grow old and would never die, and that way, they could worship Allah (swt) forever.

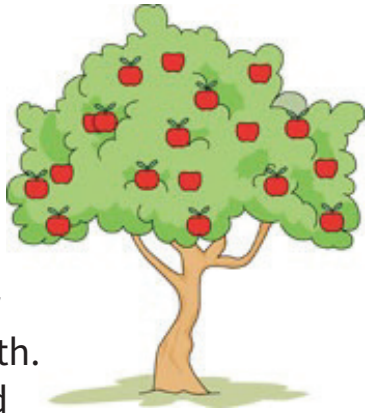
Nabī Ādam (ʿa) and Lady Ḥawwāʾ had never heard anyone swear in Allah's name or tell a lie. So, they ate from the forbidden tree.

Although they were forgiven, Allah (swt) told Nabī Ādam (ʿa) and Lady Ḥawwāʾ that they must leave the beautiful garden because they ate from the tree that they were told not to eat from. Instead, they would now have to live on Earth and work hard themselves to grow their own food and make their own house.

Allah (swt) promised Nabī Ādam (ʿa) and Lady Ḥawwāʾ that He would always look after them and all human beings who are their children. Whenever human beings would forget Allah (swt), Allah (swt) would send another Nabī to remind them of Allah (swt) and warn them about Iblīs.

Whenever human beings make mistakes, if they say 'sorry' to Allah (swt), then Allah (swt) has promised to forgive them.

Allah (swt) also promised Prophet Ādam (ʿa) and Lady Ḥawwāʾ that any human being who does his or her best to obey Allah (swt), will one day go to Heaven after they die and live there happily forever and ever.



Shayṭān now decided to follow Prophet Ādam (ʿa) and Lady Ḥawwāʾ and all their children wherever they lived on Earth. Allah (swt) told every Prophet to warn people that Shayṭān is our enemy and we should never listen to him.

Whenever Iblīs gets a chance, he still tries to whisper bad ideas to human beings and tells them to disobey Allah (swt).

Iblīs tells us to lie, skip prayers, be rude, and not to listen to our parents.

However, we are Muslims; we love Allah (swt) and we follow what Prophet Muḥammad (ṣ) and his family, the Ahlul Bayt (ʿa) , have taught us. We follow the Qurʾān, and we never listen to Iblīs. Instead, we pray, speak the truth, and listen to our parents. One day, inshāʾAllāh we will all go to Heaven, and Iblīs will be punished.

Activity 4.1a: Events in Order

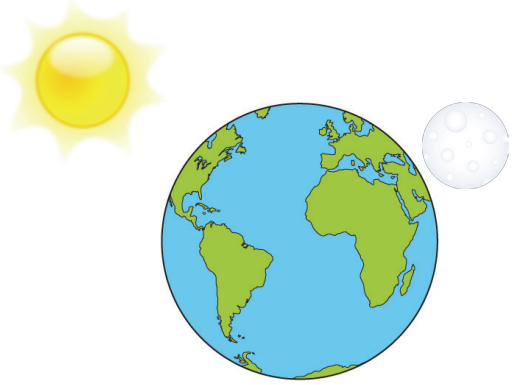
Put the events from the story in order by numbering boxes from 1 to 4.

3

Allah (swt) told Prophet Ādam (ʿa) and Lady Ḥawwāʾ not to eat the fruit from the forbidden tree.

4

One day, Shayṭān will go to the fire along with all the bad people who listen to him.



1

Allah (swt) created the earth and all of the beautiful things in it.

2

Allah (swt) created Prophet Ādam (ʿa) and made him the first Prophet.

Activity 4.1b: Multiple Choice

Circle the correct answer.

1. Who is the father of all human beings?
   a. Prophet Muḥammad (ṣ)
   b. Prophet Ādam (ʿa)
   c. Imām ʿAlī (ʿa)

2. Allah (swt) made man from
   a. Mud and clay
   b. Water
   c. Fire

3. Who was the wife of Prophet Ādam (ʿa)?
   a. Lady Ḥawwāʾ
   b. Sayyidah Fāṭimah (ʿa)
   c. Lady Khadījah

4. What was the name of Iblīs before he was kicked out of heaven?
   a. ʿAzāzīl
   b. Prophet Ādam (ʿa)
   c. ʿAbdullāh

5. Jinns are made from
   a. Water
   b. Fire
   c. Leaves

6. Another name for Iblīs is Shayṭān
   a. True
   b. False

Teaching Guide 4.2: Prophet Dāwūd (ʿa)

TASK BAR

KEY WORDS

- Prophet Dāwūd (ʿa) دَاوُوْدْ
- Zabūr زَبُوْرْ

READING

Students can turn to the Nabī Dāwūd (ʿa) reading page and follow along as you read to them.

ACTIVITY

WORKSHEET: Students will answer questions about the story.

In this lesson, students will learn about Prophet Dāwūd (ʿa).

SAY: We have learned about a few Anbīyāʾ now. Can you tell me about some of them? (Wait for ideas. Have students mention the name of the Anbīyāʾ that they have already learned about and something about them.)

SAY: Good! We are going to learn about another Nabī today whose name is Dāwūd (ʿa). Does anyone know anything about Nabī Dāwūd (ʿa)? (Wait for ideas.)

SAY: Let's read about Nabī Dāwūd (ʿa). I will read and I want you to listen very carefully.

Students can now turn to the READING that is located in their book; please refer to the TASK BAR for reference.

Then read to the students or have one student read while others follow along, pausing wherever necessary to ask clarifying questions. When you are done reading, you can continue here.

SAY: What did you learn about Nabī Dāwūd (ʿa)? (Wait for ideas.)

SAY: Good! We learned from Nabī Dāwūd (ʿa) that, with Allah's help, nothing is impossible. The people of Ṭālūt didn't think that Ṭālūt would be a good king because he was poor, but Allah (swt) shows them that money and wealth cannot compare to strong faith. Ṭālūt was a wise man who had faith in Allah (swt), which is why his people were blessed with the presence of Nabī Dāwūd (ʿa) in their army who, with the grace of Allah (swt), was able to defeat Jālūṭ!

As a wrap-up, students can complete the ACTIVITY located in the TASK BAR.

Lesson 4.2: Prophet Dāwūd (ʿa)

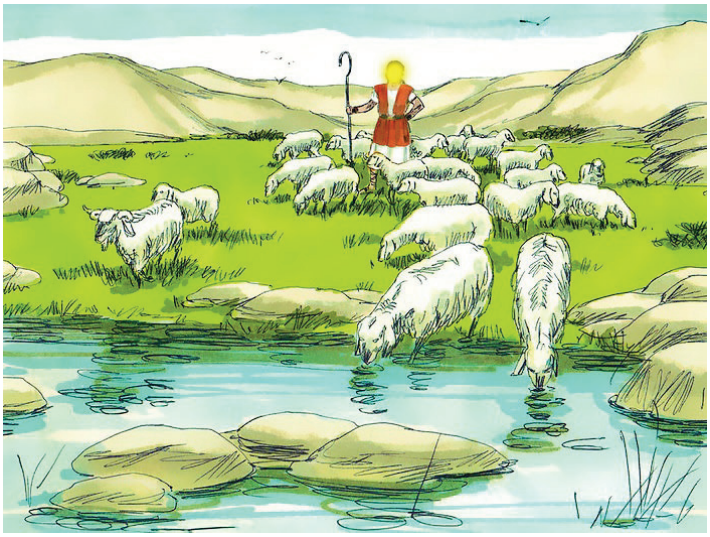
The Banī Isrāʾīl, who had been saved from Firʿawn out of Egypt by Prophet Mūsā (ʿa), eventually settled into a new homeland. After a period of time, they were forced out of their homeland by a group of people who were disbelievers and oppressors.

They spent many sad years unable to enter their original homeland, before they went to Nabī Samuel (ʿa) and asked him to name a strong king for them so that they could get their land back.

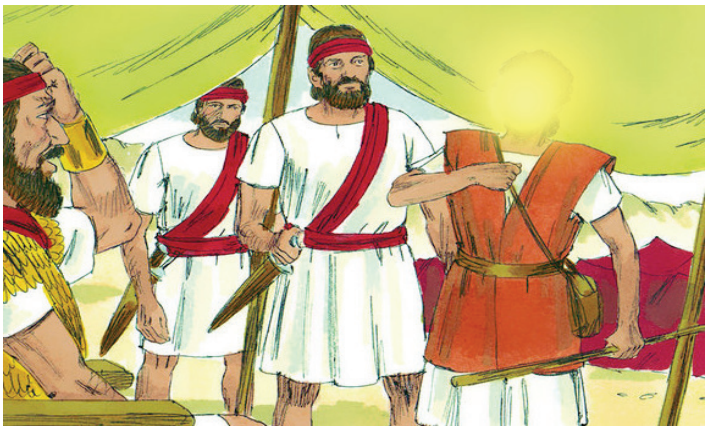
On the command of Allah (swt), Nabī Samuel (ʿa) chose Ṭālūt (Saul) as their king. The Banī Isrāʾīl were not happy with this choice, saying that Ṭālūt was a poor and unknown man. However, Nabī Samuel (ʿa) told them that Ṭālūt has been chosen because of his knowledge, wisdom, and strength and that he would lead them to victory.

The enemy was led by a fearsome commander, a huge man by the name of Jālūt (Goliath). The sight of Jālūt frightened the Banī Isrāʾīl and no one dared to fight him.

Nabī Dawūd (ʿa) was present in the army of Ṭālūt. He was too young to fight; his job was to help his three older brothers, who were soldiers, and to bring news of the war back to their father.



When Ṭālūt saw that Jālūt had frightened his army, he promised great rewards to the man who killed Jālūt. Nabī Dawūd (ʿa), who had never fought a duel before, approached Ṭālūt and said, “I am fit to fight this enemy because I have killed a tiger and a bear that attacked my father’s sheep.”



The brave words of Nabī Dawūd (ʿa) touched Ṭālūt, who dressed him in a coat of armor and warned him to be careful.

Before Nabī Dawūd (ʿa) approached Jālūt, he removed the heavy armor, because it was too difficult to move in. He stood in front of the enemy, with only a slingshot and the stick he used to guide his sheep.

Nabī Dawūd (ʿa) challenged Jālūt, who accepted with a laugh. He thought to himself, *What is this little boy going to do?* Nabī Dawūd (ʿa), with his trust in Allah (swt), said Bismillāh and shot a stone from his slingshot. The stone struck Jālūt's forehead with great force and knocked him to the ground.

Nabī Dawūd (ʿa) then took Jālūt's heavy sword and killed him.

When the disbelievers saw their champion being killed, they ran away.

Ṭālūt made Nabī Dawūd (ʿa) the commander in chief. After Ṭālūt's death, Nabī Dawūd (ʿa) became the king. Nabī Dawūd (ʿa) was given many blessings and miracles by Allah (swt).

He was given the holy book, Zabūr. Parts of the Zabūr may be preserved in the Psalms, but the original book has not been preserved. He was also gifted with a beautiful voice! When he would praise Allah (swt), the mountains and birds would also join him. By the miracle of Allah (swt), he was also given the knowledge of being able to mold iron. He used to design battle armor made of iron.

The Noble Qurʾān says:

Indeed We granted Dawūd a favor, saying, "O mountains! Sing the praise of Allah (swt) along with him, and O birds, you too!" And We made iron soft for him.

(Sūrah Sabāʾ, Verse 10)

Nabī Dawūd (ʿa) was a king for many years, and, after him, his youngest son Nabī Sulaymān (ʿa) became king.

Activity 4.2a: Fill in the Blanks

Fill in the blanks using the words from the word bank below:

1. _____Ṭālūt_____ was appointed as the king of Banī ʾIsra'īl.

2. The enemy was led by a fearsome commander, a huge man by the name of _____Jālūt_____.

3. The Holy Book given to Nabī Dawūd (ʿa) is the _____Zabūr_____.

4. Nabī Dawūd (ʿa) was given the miracle of ___molding iron___ with his hands.

5. Nabī Dawūd (ʿa) was king for many years, and after him, his youngest son Nabī _____Sulaymān_____ (ʿa) became king.

Sulaymān	**Jālūt**
Zabūr	
Ṭālūt	**molding iron**

Teaching Guide 4.3: Prophet Yūnus (ʿa)

TASK BAR

KEY WORDS

- Prophet Yūnus (ʿa) يُوْنُسْ
- Dhikr Yūnusīyya ذكر يُوْنُسِيَّا
- Istighfār اِسْتِغْفَارْ

READING

Students can turn to the Prophet Yūnus (ʿa) reading page and follow along as you read to them.

BOTTLE ACTIVITY

Make a whale using a recycled milk carton or bottle. Fill it with water. Take a small action figure and put something heavy, such as putty, around its feet to weigh it down. Have the children recite a continuous tasbīḥ of istighfār and take turns to pour the water into a bucket until the action figure comes out (it will take a few pours). Finally, when the figure comes out, tell them that Allah (swt) listened to Prophet Yūnus (ʿa) when he repented and accepted his duʿāʾ, but it took more than one "sorry." We should also recite istighfār.

ACTIVITIES

COLORING: Students will color the pictures.

MULTIPLE CHOICE: Students will answer the questions.

ART EXTENSION: Students will make a 2D whale and practice the Dhikr Yūnusīyya more.

In this lesson, students will learn about Prophet Yūnus (ʿa).

SAY: We are going to learn more about another Prophet today whose name is Prophet Yūnus (ʿa). Does anyone know anything about Prophet Yūnus (ʿa)? (Wait for ideas.)

SAY: Let's read about Prophet Yūnus (ʿa). I will read and I want you to listen very carefully.

Students can now turn to the READING that is located in their book and in the TASK BAR for reference.

Read the story to the students, pausing wherever necessary to ask clarifying questions. When you are done reading, you can continue here.

SAY: What did you learn about Prophet Yūnus (ʿa)? (Wait for ideas.)

SAY: Good. We learned from Prophet Yūnus (ʿa) that it is important to be patient and always try hard to guide people toward Allah (swt). Even though people might not listen sometimes, we should still be patient. Also, Allah (swt) is kind and loving, and forgives those who are truly sorry. Let's do an activity to help us learn about forgiveness.

At this time, you can do the BOTTLE ACTIVITY located in the TASK BAR. Then the students can complete the ACTIVITIES.

Lesson 4.3: Prophet Yūnus (ʿa)

A very long time ago, in the city of Naynawā, Allah (swt) sent a Prophet named Yūnus (ʿa) to guide the people there.

The people of Naynawā were very rich and had everything they needed in life, so they refused to listen to Prophet Yūnus (ʿa).

He told them to only worship Allah (swt) and not to disobey Him, but they would not listen to him. Instead of worshipping Allah (swt), they used to worship idols made of wood and clay.

Finally, when they refused to change, Allah (swt) told Prophet Yūnus (ʿa) that He would send a punishment on the people of Naynawā. Prophet Yūnus (ʿa) warned his people about it, but they just laughed at him. Prophet Yūnus (ʿa) became very upset with them, so he left them and went out to the seashore, where ships sailed to far away lands. Prophet Yūnus (ʿa) boarded one of the

ships and decided to go somewhere far away.

However, Allah (swt) did not want Prophet Yūnus (ʿa) to leave his people and go away. As soon as the ship reached the middle of the sea, there was a terrible storm. Strong winds blew and huge waves began hitting the ship. Everyone was afraid.

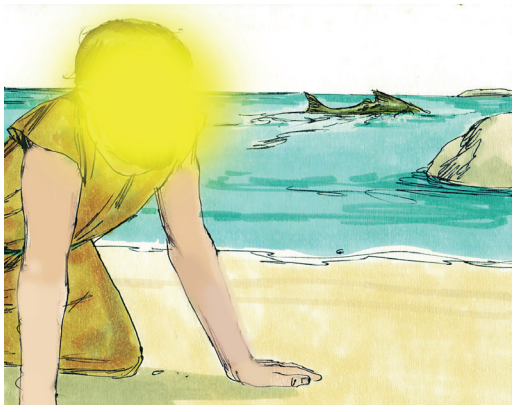
Prophet Yūnus (ʿa) realized that the storm was because Allah (swt) did not want him to leave Naynawā. So, he told

the people on the ship to throw him into the sea so that the storm would pass and they would be saved.

At first, the people refused, but finally they were so scared of the storm that they agreed. Then Prophet Yūnus (ʿa) was tossed into the raging sea. As soon as he fell into the sea, a big whale came up and swallowed Prophet Yūnus (ʿa) alive.

Prophet Yūnus (ʿa) did not drown or die, but he was inside the belly of the whale! It was dark and lonely inside the whale.

Prophet Yūnus (ʿa) began praying to Allah (swt) to save him. Day and night, he prayed to Allah (swt) saying, "Lā ilāha illallāh ant subḥānaka innī kuntū min aẓ-ẓālimīn," which means, "There is no god except You; glory be to You; surely, I was from the wrongdoers." Allah (swt) loved the prayer of Prophet Yūnus (ʿa)

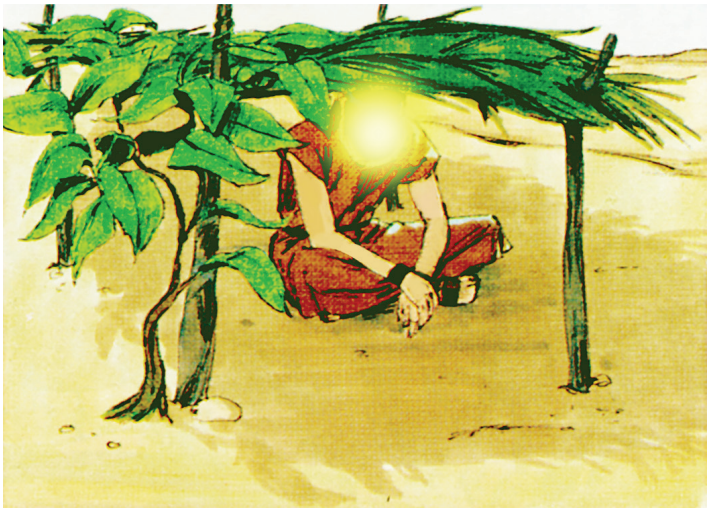


very much. The big fish went near the seashore and threw Prophet Yūnus (ʿa) out and left him on the beach.

Whenever we are in trouble, we can also recite this tasbīḥ and Allah (swt) will help us. (Can you memorize the Dhikr al-Yūnusīyya?)

In the meantime, while Prophet Yūnus (ʿa) was gone, the people of Naynawā saw some dark and black clouds coming toward them, and they knew it was the punishment that Allah (swt) had promised to send them. They were all scared and decided to say sorry to Allah (swt) and to ask Him to forgive them. So, all the men, women, and children went out of their homes and gathered together under the open sky and began praying to Allah (swt). "Astaghfirullāha rabbī wa atūbū īlayh !" they cried out, asking Allah (swt) for forgiveness.

Allah (swt) is very kind and loving. Because the people were really sorry, Allah (swt) forgave them. The black clouds went away, and the people were very happy. Soon after, they became very sad because Prophet Yūnus (ʿa) had left them.



When Prophet Yūnus (ʿa) came out of the belly of the fish, he was very tired, weak, and sick. Allah (swt) made a tree grow near him that gave him shade and some delicious fruits to make him strong and healthy again.

Finally, Prophet Yūnus (ʿa) was strong enough to walk again and he decided to go back to Naynawā and to his people. When the people saw Prophet Yūnus (ʿa), they could not believe their eyes. They were so happy!

Prophet Yūnus (ʿa) told them about his miracle and how a big fish had swallowed him and how Allah (swt) saved him. The people told Prophet Yūnus (ʿa) about how Allah (swt) had saved them from punishment as well because they had asked Him for forgiveness.

They all thanked Allah (swt) for His kindness and His love. “Thank you Allah (swt)!” they all said.

From then on, they all listened to whatever Prophet Yūnus (ʿa) told them to do. They all believed in Allah (swt) and worshipped Him, and they decided never to disobey Allah (swt) again.

We learn from the story of Prophet Yūnus (ʿa) and the people of Naynawā that we should never lose hope in Allah’s mercy. Even if we are in the dark belly of a fish, under the sea, or we see black clouds of danger, if we ask Allah (swt) for help even at the last moment, He will always help us because He loves us very, very much!

Activity 4.3a: Coloring

Activity 4.3b: Coloring

Activity 4.3c: Multiple Choice

Circle the correct answer.

1. Prophet Yūnus (ʿa) was sent to _____ to spread the message of Allah (swt).
   a. Naynawā
   b. Medina
   c. Mecca

2. The people of Naynawā were
   a. Poor
   b. Very rich
   c. Middle class

3. When Prophet Yūnus (ʿa) was tossed out of the ship, a big _____ swallowed him alive!
   a. Whale
   b. Shark
   c. Dolphin

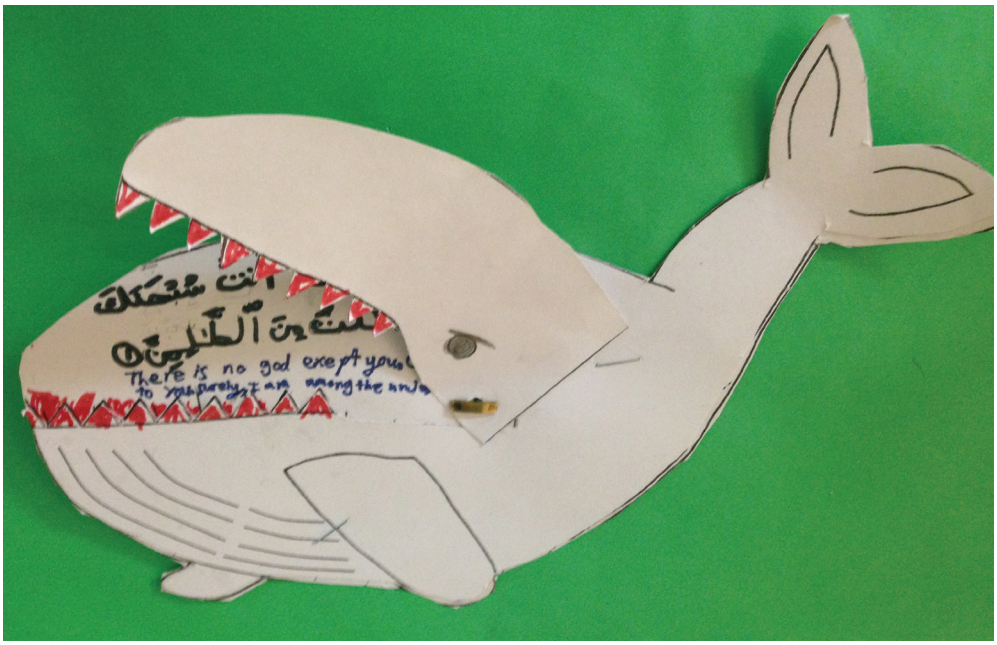
4. From the story of Prophet Yūnus, (ʿa), we learn to never lose hope in Allah's mercy.
   a. True
   b. False

Activity 4.3d: Art Extension

Dhikr Yūnusīyyā

Materials:

- Whale template
- Markers
- Colored pencils
- Scissors
- Glue
- Brad clip



Procedure:

1. Color the two whales on the next page.
2. Cut out the two whales.
3. On the top part of whale 1 (above the teeth), write the duʿāʾ that Prophet Yūnus (ʿa) recited that allowed him to get out of the whale.
4. Glue part 2B onto part 1.
5. Using a brad clip, carefully poke a hole through the solid black dot and attach part 2A to the top of the whale.

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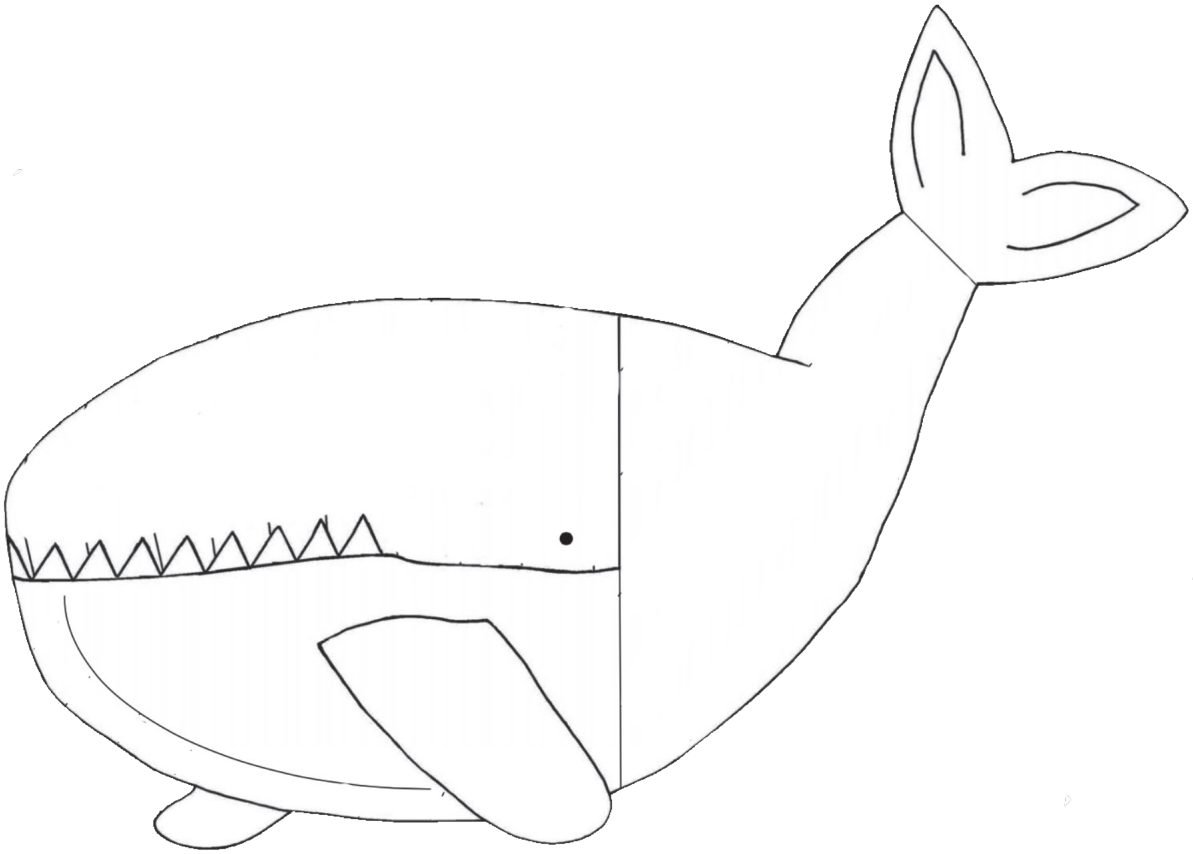
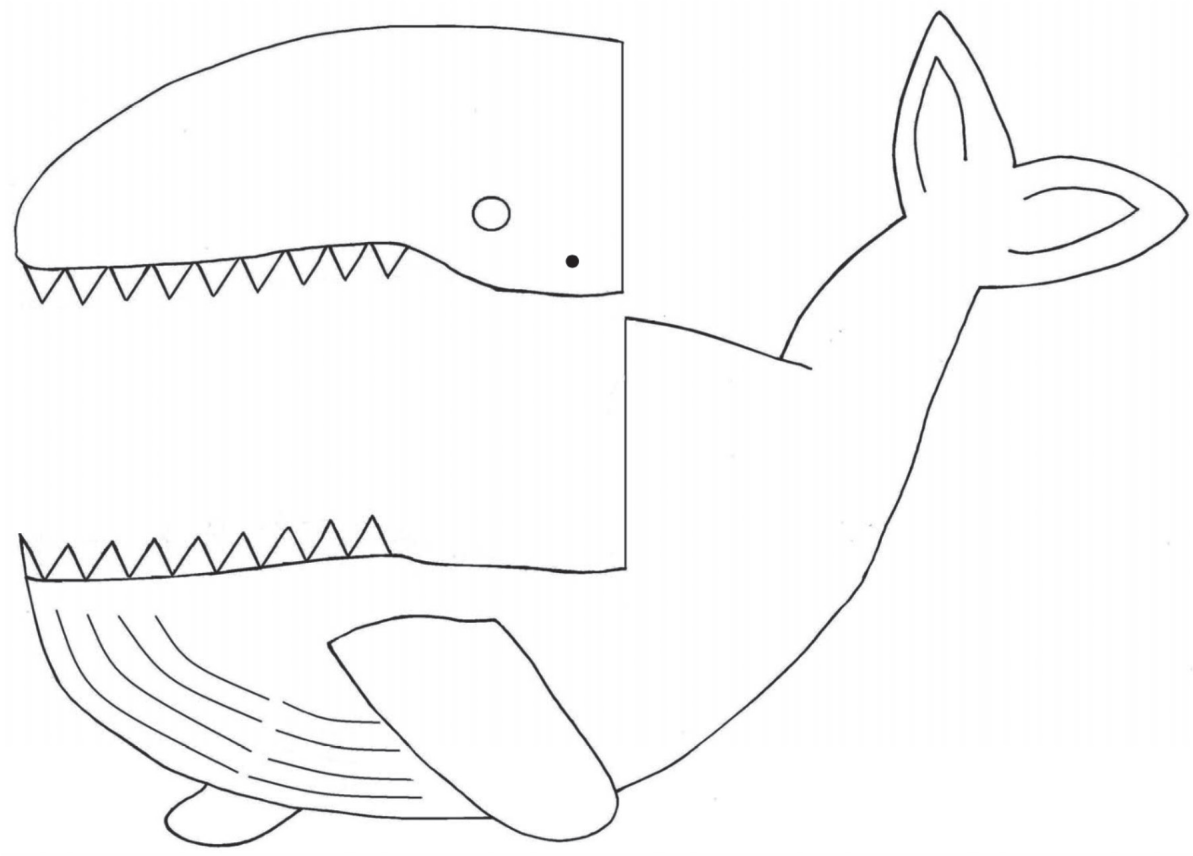
1



2A



2B

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CHAPTER 5:

PEOPLE OF KARBALĀʾ

Lesson 5.1: Sayyidah Zaynab

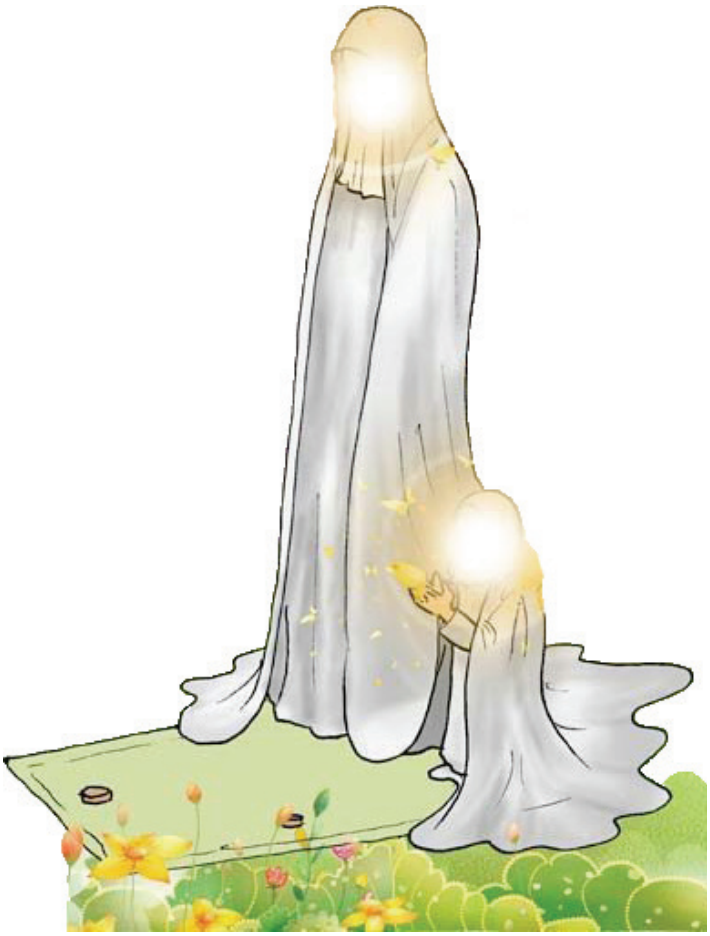
Sayyidah Zaynab was the third child of Imām ʿAlī (ʿa) and Sayyidah Fāṭimah (ʿa).

When Sayyidah Zaynab was born, the Prophet (ṣ) was on a trip. Sayyidah Fāṭimah (ʿa) asked her husband, Imām ʿAlī (ʿa), to choose a name for the baby. Imām ʿAlī (ʿa) replied, "I could never make such an important decision before asking Rasūlullāh (ṣ). We will wait until your father, the Prophet (ṣ), returns."

When the Prophet (ṣ) returned, they told him about the good news of the baby. Imām ʿAlī (ʿa) then asked him to choose a name for the baby. The Prophet (ṣ) replied, "The children of Fāṭimah (ʿa) are like my children, but Allah (swt) must choose their names for them."

Just then, Angel Jabrāʾīl came down from the heavens and said, "Allah (swt) gives His salām and says to name this child Zaynab, which Allah (swt) has chosen for her and is written in His Holy Tablet." Her name means "the beauty of her father." Angel Jabrāʾīl continued, "Allah (swt) advises you all to respect this great woman, because she is like Lady Khadījah. Just like Lady Khadījah gave everything she owned— her money and her life— to serve Islam, Sayyidah Zaynab's strength in the way of Allah (swt) will help keep Islam alive."

Because of Sayyidah Zaynab and her great sacrifices in Karbalāʾ, you and I can now be true Muslims.



Activity 5.1: Multiple Choice

Circle the correct answer.

1. Sayyidah Zaynab's mother was
   a. Lady Khadījah
   b. Sayyidah Fāṭimah (ʿa)
   c. Sayyidah Āminahʿ

2. Sayyidah Zaynab's father was
   a. Imām ʿAlī (ʿa)
   b. The Noble Prophet (ṣ)
   c. Imām Ḥusayn (ʿa)

3. Who named Sayyidah Zaynab?
   a. Jabrāʾīl
   b. Allah (swt)
   c. Her best friend

4. Allah (swt) compared Sayyidah Zaynab to
   a. Lady Khadījah
   b. Lady Maryam
   c. Sayyidah Kulthūm (ʿa)

Lesson 5.2: Baby ʿAlī al-Aṣghar

One of the saddest stories of Karbalāʾ was the death of a small 6-month-old baby.

On the day of ʿĀshūrāʾ, one-by-one, Imām Ḥusayn's friends and companions were martyred. ʿAwn, Muḥammad, Qāsim, ʿAbbās, and ʿAlī al-Akbar went to the battlefield and were martyred.

By the afternoon, Imām Ḥusayn (ʿa) was left alone. The time had come for him to go to the battlefield. Imām Ḥusayn (ʿa) said farewell to everyone.

He rode his horse to a small hill and called out loudly:

"Is there anyone to help me? Is there anyone to help the grandson of the Noble Prophet (ṣ)?"

By saying this, Imām Ḥusayn (ʿa) was giving Yazīd's men one last chance to change their minds and not fight against him, but no one answered Imām Ḥusayn's question. Suddenly, Imām Ḥusayn (ʿa) heard the sound of crying coming from his camp.

He turned around and returned to his tents.

"Zaynab, I am still alive. Why are you crying?"

"My brother Ḥusayn (ʿa), when you asked, 'Is there anyone to help me?'

ʿAlī al-Aṣghar answered that he was ready to help you by falling from his cradle."

The Imām (ʿa) went to ʿAlī al-Aṣghar's mother, Umm Rabāb. ʿAlī al-Aṣghar was on her lap.

He was crying and Umm Rabāb was trying to comfort him. Imām Ḥusayn (ʿa) picked up baby ʿAlī al-Aṣghar and whispered something in his ear. ʿAlī al-Aṣghar immediately stopped crying. He looked up at his father and smiled.

Imām Ḥusayn (ʿa) said, "Umm Rabāb, I am taking ʿAlī al-Aṣghar to the battlefield with me so that I can get some water for him."

Imām Ḥusayn (ʿa) carried ʿAlī al-Aṣghar to the battlefield. It was very hot, and ʿAlī al-Aṣghar was thirsty. Imām Ḥusayn (ʿa) covered baby ʿAlī al-Aṣghar with his clothes to protect him from the burning sun. Yazīd's men saw Imām Ḥusayn (ʿa) had something in his hand.

Imām Ḥusayn (ʿa) walked to Yazīd's soldiers and uncovered ʿAlī al-Aṣghar.

He held ʿAlī al-Aṣghar high with both his hands and said:

"O soldiers of Yazīd, you want to kill me, but what has this little child done to you? He has not had a drop of water for three days. He is dying of thirst. I beg you to give water to this innocent little child."

Not one of Yazīd's soldiers brought any water for ʿAlī al-Aṣghar.

Once more, Imām Ḥusayn (ʿa) asked:

"Maybe you think that when you bring water for this child, I will drink it too. I will put this little child on the ground. You can come and give him water yourself."

Imām Ḥusayn (ʿa) placed ʿAlī al-Aṣghar on the burning sands of Karbalāʾ.

As they looked at the thirsty innocent baby, they began feeling ashamed and thinking of their own children. Some started crying.

ʿUmar bin Saʿd, Yazīd's evil commander, became worried that his soldiers would turn against him. He ordered his best archer: "Ḥarmalah! What are you waiting for? Silence the little child!"

Ḥarmalah aimed an arrow, and ʿAlī al-Aṣghar died in his father's arms.

Activity 5.2a: Coloring

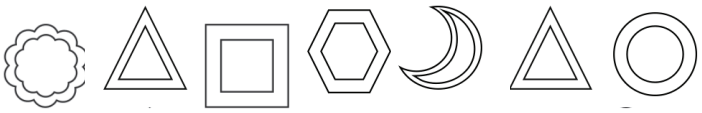
Color the picture.

Activity 5.2b: Code Names

Find the names of the children in Karbalāʾ by using the following code:

A L I A S G H A R

S A K I N A H



Activity 5.2c: Multiple Choice

Circle the correct answer.

1. How old was Baby ʿAlī al-Aṣghar (ʿa) when he was in Karbalāʾ?
   a. 6 months old
   b. 18 years old
   c. 30 years old

2. Who was Baby ʿAlī al-Aṣghar's mother?
   a. Sayyidah Zaynab
   b. Umm Rubāb
   c. Lady Maryam (ʿa)

3. How was Baby ʿAlī al-Aṣghar (ʿa) martyred?
   a. Stone
   b. Arrow
   c. Sword

4. Baby ʿAlī al-Aṣghar (ʿa) answered the call of Imām Ḥusayn (ʿa) by _____
   a. Falling from his cradle
   b. Picking up a sword
   c. Running toward the Imām (ʿa)

5. _____ aimed the arrow at Baby ʿAlī al-Aṣghar (ʿa)
   a. Yazīd
   b. ʿUmar bin Saʿd
   c. Ḥarmalah

AKHLĀQ
(ETIQUETTE)

CHAPTER 1:

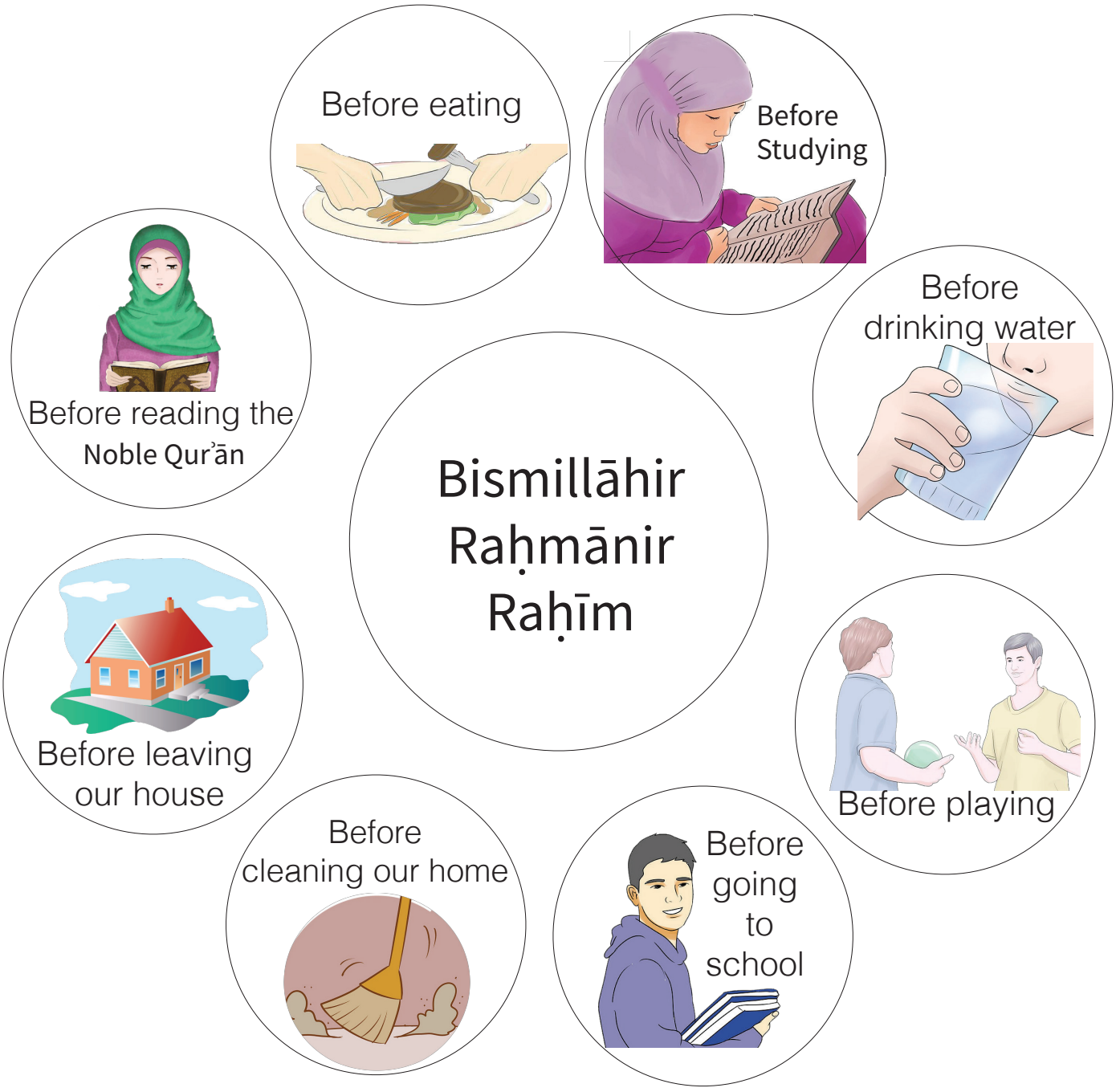
COMMON AKHLĀQ PHRASES

Lesson 1.1: Saying Bismillāh

“Bismillāhir Raḥmānir Raḥīm”

means “In the name of Allah (swt), the All-Kind, the All-Merciful.”

It is a very important sentence. It is so important that we should say it before beginning everything that we do.



Activity 1.1a: Drawing Deeds

Draw pictures of some other deeds that should begin with Bismillāhir Raḥmānir Raḥīm.

Activity 1.1b: Reviewing Bismillāh

Circle the correct answer.

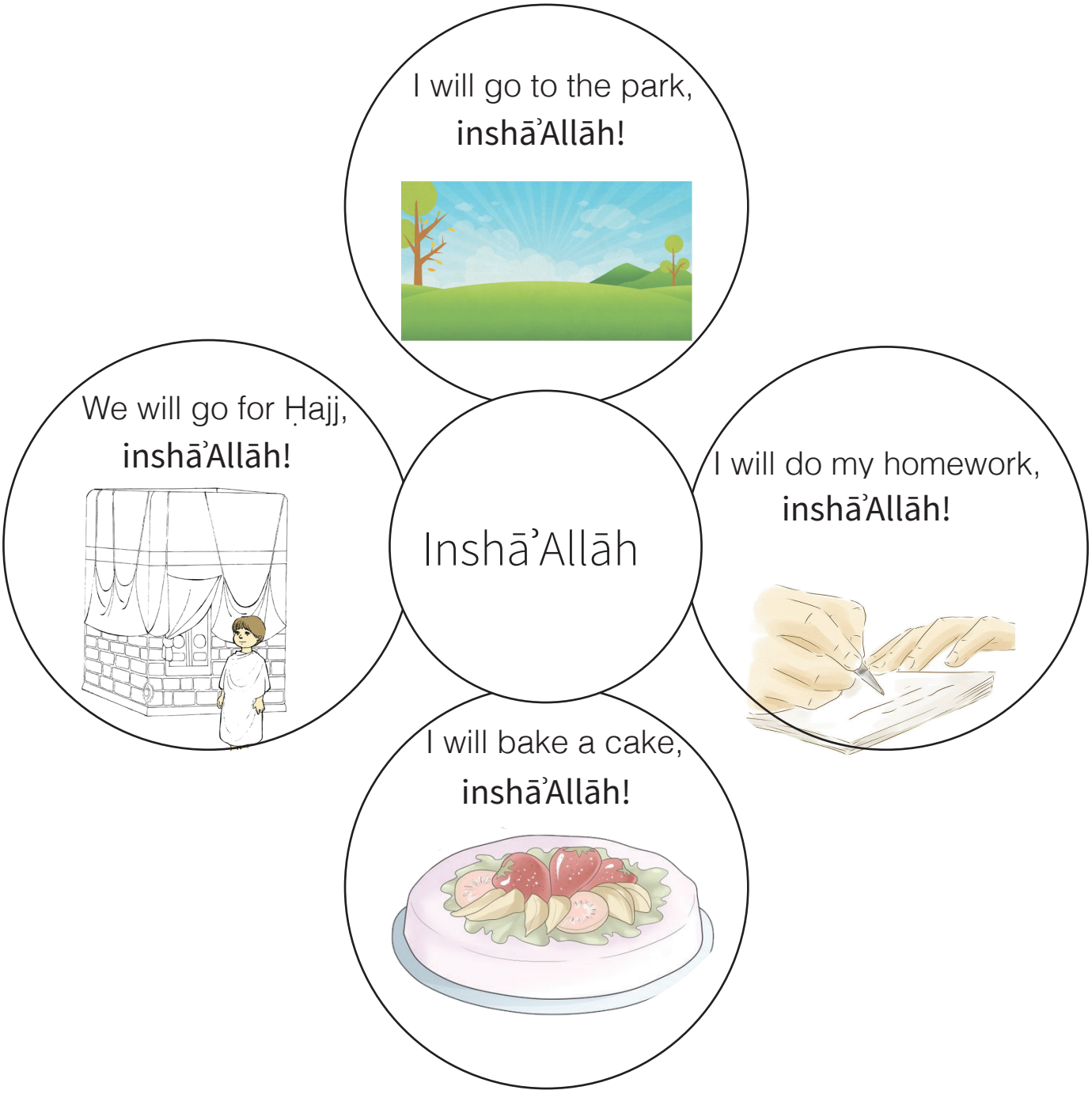
1. When do we say Bismillāhir Raḥmānir Raḥīm?
   a. At the beginning of everything
   b. At the end of everything
   c. In the middle of everything

2. Select the best choices on which we should be saying Bismillāhir Raḥmānir Raḥīm?
   a. Before eating
   b. After finishing work
   c. Before reading Qurʾān
   d. After you finish your test
   e. Before leaving your house
   f. After studying
   g. Before drinking water
   h. After cleaning the house.

Lesson 1.2: Saying Inshāʾ Allāh

Inshāʾ Allāh means "if Allah (swt) wills." Whenever you have plans to do something, you should say inshāʾ Allāh. Allah (swt) says in the Qurʾān, "Do not say I will indeed do it tomorrow, without saying inshāʾ Allāh." (18:23-24)

When you say inshāʾ Allāh when you make a plan, it's like you are saying, "O Allah (swt), this will happen only if You want it to happen and if it is good for me."



Activity 1.2a: Drawing

Draw a picture of something you plan to do this weekend.

This weekend, I will _____

_____ inshāʾAllāh!

Activity 1.2b: Reviewing Inshāʾ Allāh

Circle the correct answer.

1. What does Inshāʾ Allāh mean
   a. Let's go and play
   b. Time to clean our rooms
   c. If Allah (swt) wills

2. When do we say Inshāʾ Allāh?
   a. Whenever you have plans to do something
   b. When your about to start something
   c. When you have finished something

3. We should say Inshāʾ Allāh after our plan.
   a. True
   b. False

4. Circle the sentences that require Inshāʾ Allāh
   a. I am back from the store
   b. We are planning to go to Ḥajj
   c. I finished my food
   d. I will do my homework
   e. I am back from my vacation
   f. I will go to the park
   g. I completed my project

Lesson 1.3: Saying Alḥamdulillāh

Allah (swt) has given us so much.

He has given us feet so we can walk and hands so we can play and eat.

He has given us eyes to see and ears to hear.

He has given us all these things and so much more.

So, shouldn't we thank Allah (swt) for all that He has given us?

In Islam, we have a special way of thanking Allah (swt), which is to say "alḥamdulillāh." This means, "All praise is for Allah (swt)." We praise and thank Allah (swt) because He has given us so many gifts and because everything good comes from Him!

I am happy to be a Muslim, alḥamdulillāh!

Activity 1.3: Reviewing Alḥamdulillāh

Circle the correct answer.

1. In Islam we have a special way to thank Allah (swt), and that is
   a. Inshāʾ Allāh
   b. Alḥamdulillāh
   c. Bismillāh

2. When we say Alḥamdulillāh it means
   a. All praise is for Allah (swt)
   b. Allah (swt) is always kind
   c. If Allah (swt) wishes

3. Allah (swt) has given us so much.
   a. True
   b. False

4. Circle the sentences on what Allah (swt) has given us.
   a. Feet to walk on
   b. Metal legs
   c. Two hands so we can work
   d. Two eyes to see with
   e. Thirty ears to hear with
   f. Two ears to hear with
   g. Wooden knees to bend our legs
   h. Six arms to work with
   i. Steel nose to smell with

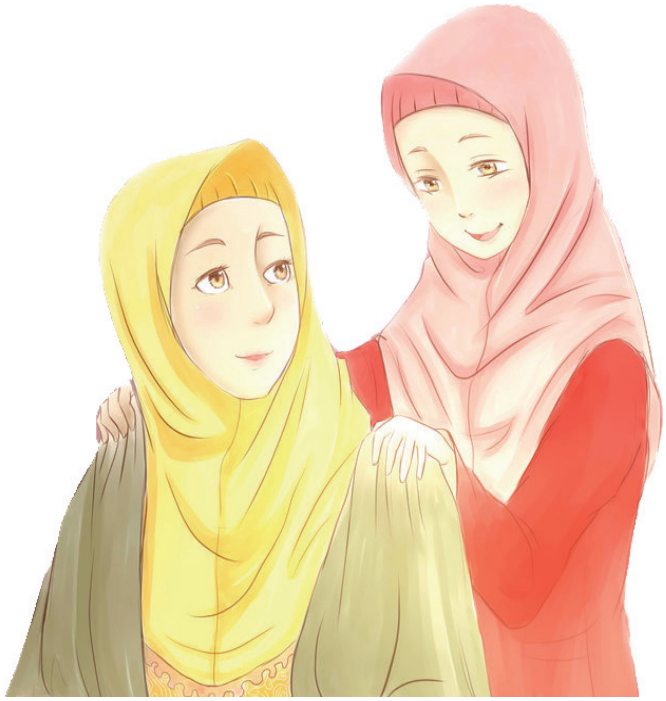
Lesson 1.4: Saying Jazākallāh Khayr

Jazākallāh khayr = May Allah (swt) reward you

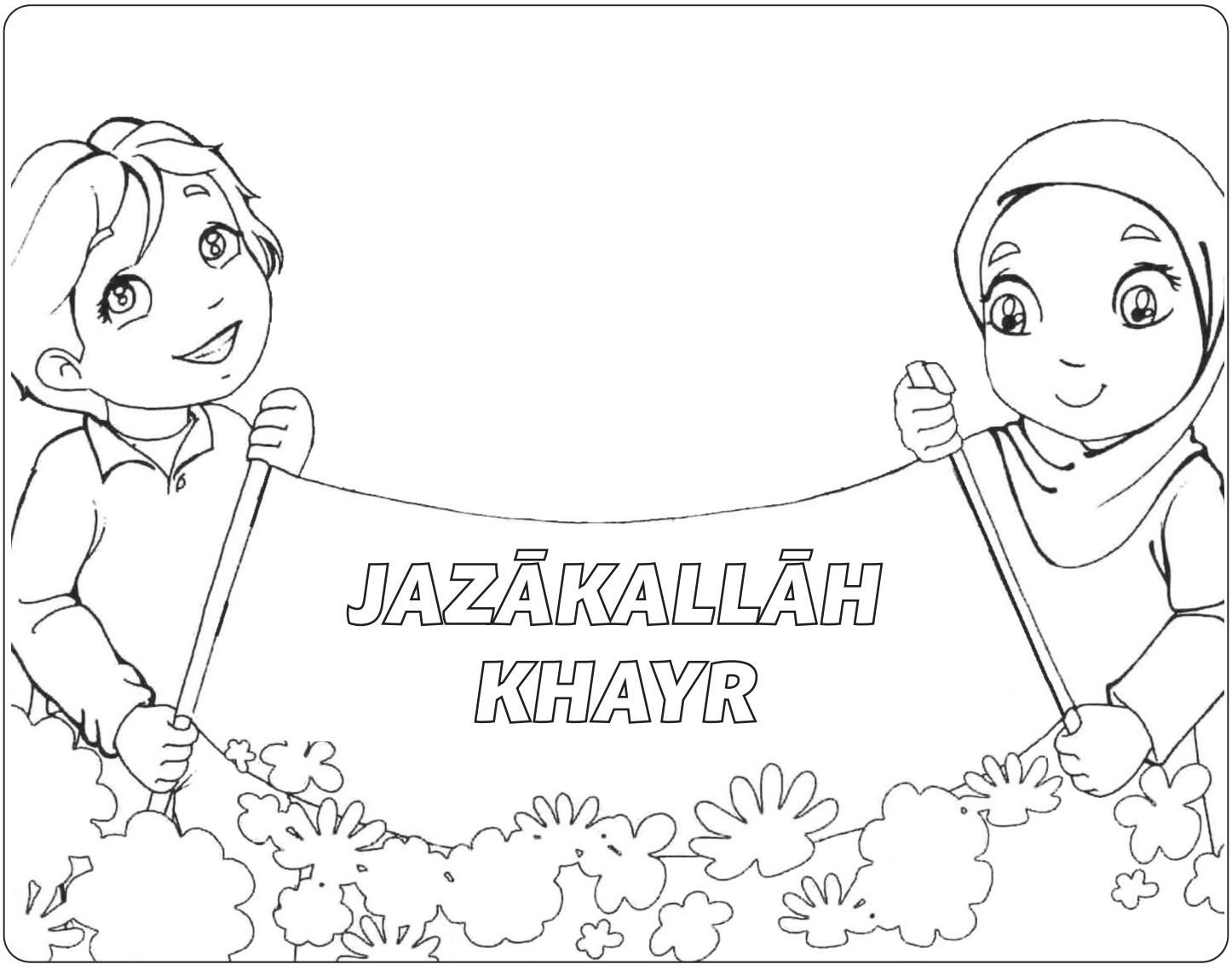
We are Muslims, which means that everything we do is for Allah (swt). Allah (swt) tells us that all Muslims are brothers and sisters, and that we should care for each other.

By saying jazākallāh khayr to someone, we are asking Allah (swt) to give them more thawāb (reward), so that they may go to Heaven.

In return, Allah (swt) also gives us more thawāb!



Activity 1.4a: Coloring



Activity 1.4b: Reviewing Jazākallāh Khayr

Circle the correct answer.

1. In Islam we have a special way to thank fellow Muslims
   a. Inshāʾ Allah
   b. Jazākallāh Khayr
   c. Bismillāh

2. When we say Jazākallāh Khayr it means
   a. May Allah (swt) reward you.
   b. May Allah (swt) be angry with you.
   c. If Allah (swt) wills.

3. By saying Jazākallāh Khayr to someone, you are asking Allah (swt) to
   a. Give them more fruit.
   b. Give them more thawāb (reward).
   c. Give them more food.

4. When you say Jazākallāh Khayr, Allah (swt) also gives you
   a. More money.
   b. More thawāb (reward).
   c. More food.

5. Allah (swt) tells us that all Muslims should
   a. Care for each other.
   b. Do not care for each other.
   c. Hate each other.

Lesson 1.5: Saying Ṣalawāt

When the Noble Prophet (ṣ) went up to the Heavens, he saw an angel who was holding a tablet that had a bright light coming out of it. Angel Jibrāʾīl announced the Prophet's arrival.

When the angel noticed, he quickly stood up in respect of the Prophet (ṣ). He respectfully said, "O Messenger of Allah (ṣ), please forgive me! There was so much light coming out of this tablet that I didn't notice you were here."

The Prophet (ṣ) asked, “What is written on that tablet?”

The angel replied, “Lā ilāha illallāh, Muḥammadur Rasūlullāh, ʿAlīyyun Walīyullāh.”

As they were talking, the angel said, “O Messenger of Allah (ṣ), I have a special gift for your followers! I have prayed a two rakaʿāt ṣalāh that took me 20,000 years! By Allah’s command, I remained in qiyām for 5,000 years, in rukūʿ for 5,000 years, in sajdah for 5,000 years, and in tashahhud for 5,000 years. I want to gift the thawāb and reward of this ṣalāh as a gift to you and your followers.”

The Prophet (ṣ) replied, “Thank you very much, but did you know that if my followers recite just one ṣalawāt, they will get more thawāb than your 20,000 years of worship?”

(Liālī al-Akhbār, Vol. 4, P. 429)

When we recite ṣalawāt, we are asking Allah (swt) to send His blessings on Prophet Muḥammad (ṣ) and his family.

Whenever we hear the name of our Prophet (ṣ) or his family, it is good to recite ṣalawāt.

“O Allah (swt), send blessings on Muḥammad (ṣ) and the family of Muḥammad (ṣ).”

Activity 1.5a: Coloring

اللّٰهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَآلِ مُحَمَّدٍ وَعَجِّلْ فَرَجَهُمْ

O Allah (swt), send blessings on Muḥammad (ṣ) and the family of Muḥammad (ṣ)

Activity 1.5b: Reviewing Ṣalawāt

Circle the correct answer.

1. When the Noble Prophet (ṣ) went up to the Heavens, he saw an angel
   a. Holding a tablet with a bright light coming out of it.
   b. Sitting on a cloud.
   c. Writing some good deeds for a Muslim.

2. What was written on the tablet?
   a. Jazākallāh Khayr
   b. All the angel wishes
   c. Lā ilāha illallāh, Muḥmmadur Rasūlullāh, ʿAlīyyun Walīyullāh

3. The Angel did 2 rakaʿāt ṣalāh for how many years?
   a. 10
   b. 20,000
   c. 1,000

4. When you recite ṣalawāt, you are asking Allah (swt) to send his blessings on
   a. Prophet Ādam(‘a)
   b. Prophet Dawūd (‘a)
   c. Prophet Muḥammad (ṣ) and his family

5. When you hear the name of the Prophet (ṣ) or his family, it is good to say ṣalawāt
   a. True
   b. False.

Lesson 2.1: Cleanliness

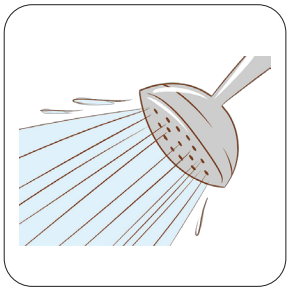
Allah (swt) says in the Noble Qurʾān,

“And Allah (swt) loves those who are pure and clean.”

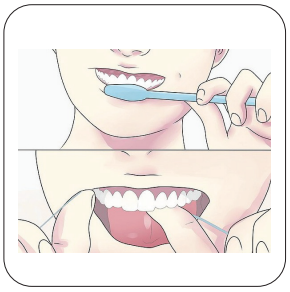
Sūrah at-Tawbah, Verse 108

Why is it so important to be clean?

Because Allah (swt) loves those who are clean. Also, because you will get ill if you do not keep yourself clean, as germs that cause sickness live in places of dirt.

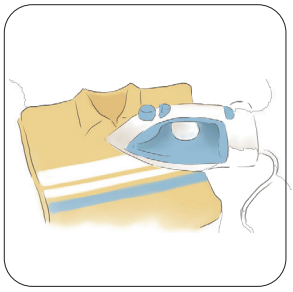


Take a bath regularly



Brush your teeth morning and night

Always comb your hair

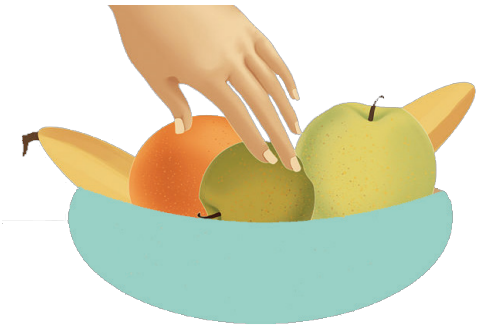


Make sure your clothes are clean and tidy

How do you keep yourself clean?

Besides keeping yourself clean, you should make sure that the food that you eat is also clean (and always halāl).

For example, fruits should be washed before eating. You should also make sure that the things around you are clean!



Activity 2.1a: Ḥadīth Time

BRUSHING OUR TEETH

Prophet Muḥammad (ṣ)

اَلسِّوَاكُ مَطْهَرَةٌ لِلْفَمِّ وَ مَرْضَاةٌ لِلرَّبِّ

Brushing cleans your mouth and pleases your Lord.

Nahj al-Faṣāḥah #1784

Activity 2.1b: Coloring

Find and circle the 6 differences between the two pictures below. Then, discuss!

Activity 2.1c: Qurʾān Connection

CLEANLINESS

And your clothes make pure

Sūrah al-Muddaththir, Verse 4 (74:4)

﴿وَ ثِيَابَكَ فَطَهِّرْ﴾

Wa thiyābaka faṭahhir

Activity 2.1d: Reviewing Cleanliness

Circle the correct answer.

1. Allah (swt) love those who always keep themselves
   a. Dirty
   b. Clean
   c. Busy eating junk food

2. Circle the best choices which will keep you clean.
   a. Taking bath
   b. Not brushing your teeth
   c. Wearing dirty clothes
   d. Combing your hair
   e. Wearing clean and tidy clothes
   f. Walking bear foot in a bathroom
   g. Brushing your teeth morning and night
   h. Keeping your house clean and tidy

3. Beside keeping yourself clean, you should make sure that the food you eat is clean and ḥalāl too.
   a. True
   b. False

4. What should be washed before eating?
   a. Pets
   b. Fruits
   c. Papers

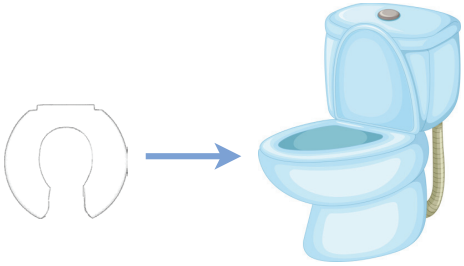
5. Prophet Muḥammad (ṣ) has said, “Brushing cleans your mouth and __.”
   a. Cleans your nose.
   b. Pleases your Lord.
   c. Combs your hair.

Lesson 3.1: Restroom Manners

Restroom Manners

Using the restroom when water is available:

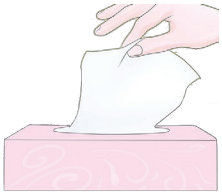
1. You should go to the restroom as soon as you realize that you need to.
2. Wear some slippers if the floor is dirty.
3. Fill the jug with water.
4. Sit on the toilet seat and use the restroom.
5. Then, wash yourself with water 3 times and then wipe yourself with a tissue.
6. Wash your hands with soap and water and wipe them dry.

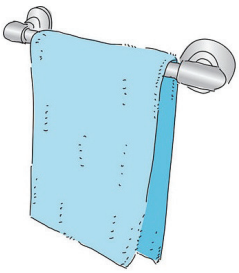


Using the restroom when water is not available:

1. You should go to the restroom as soon as you realize that you need to.
2. Wear some slippers if the floor is dirty.
3. If you are in a public restroom, you can bring a water bottle that you can fill up. If you do not have one, then just use tissue to wipe yourself completely.

4. In a public restroom, put on the disposable seat cover and SIT on the seat, DO NOT STAND.
5. Wash your hands with soap and wipe them dry.
6. When you get home, it is good to tell your mom that you used tissue and not water; your underwear will be NAJIS and should be changed and washed.





Activity 3.1a: Coloring

SURELY, ALLAH (SWT) LOVES THOSE WHO KEEP CLEAN.

Sūrah al-Baqarah, Verse 222

Activity 3.1b: Reviewing Restroom Manners

Circle the correct answer.

1. You should wear some slippers if the bathroom floor
   a. Dirty
   b. Clean

2. When you go to a public restroom,
   a. Place the disposable seat cover on the seat and SIT down.
   b. Place the disposable seat cover on the seat and STAND.
   c. It doesn't matter.

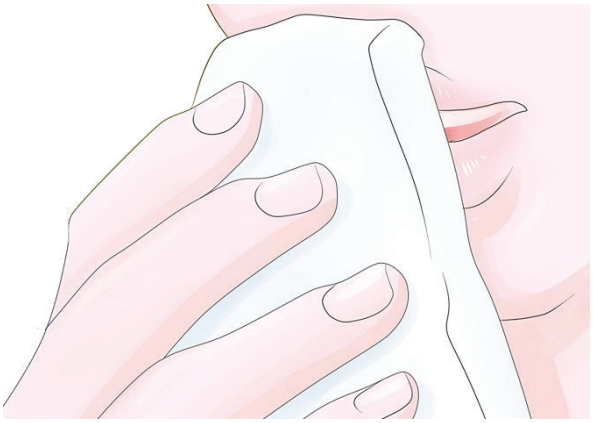
3. Once you have used the bathroom, wash your hands
   a. With water only
   b. With soap and water
   c. It doesn't matter.

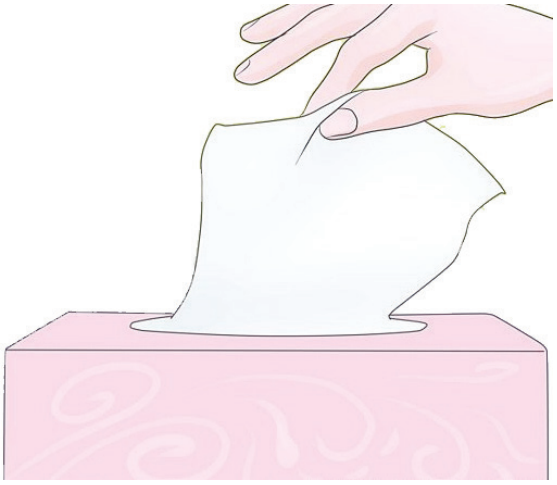
4. When you reach home, it's good to tell your mom or dad that you used a tissue and not water when you went to the restroom.
   a. True
   b. False

Lesson 4.1: Sneezing

When you sneeze, you should say **“Alḥamdulillāh” (all praise is for Allah (swt))** because sneezing is one of the signs that your body is working the way that it should be.

When you sneeze, it is best to sneeze into your arm or a tissue. You should be careful not to put your hands over your mouth and nose. If you do, be sure to wash your hands afterwards. This is so that you do not pass your germs onto others.

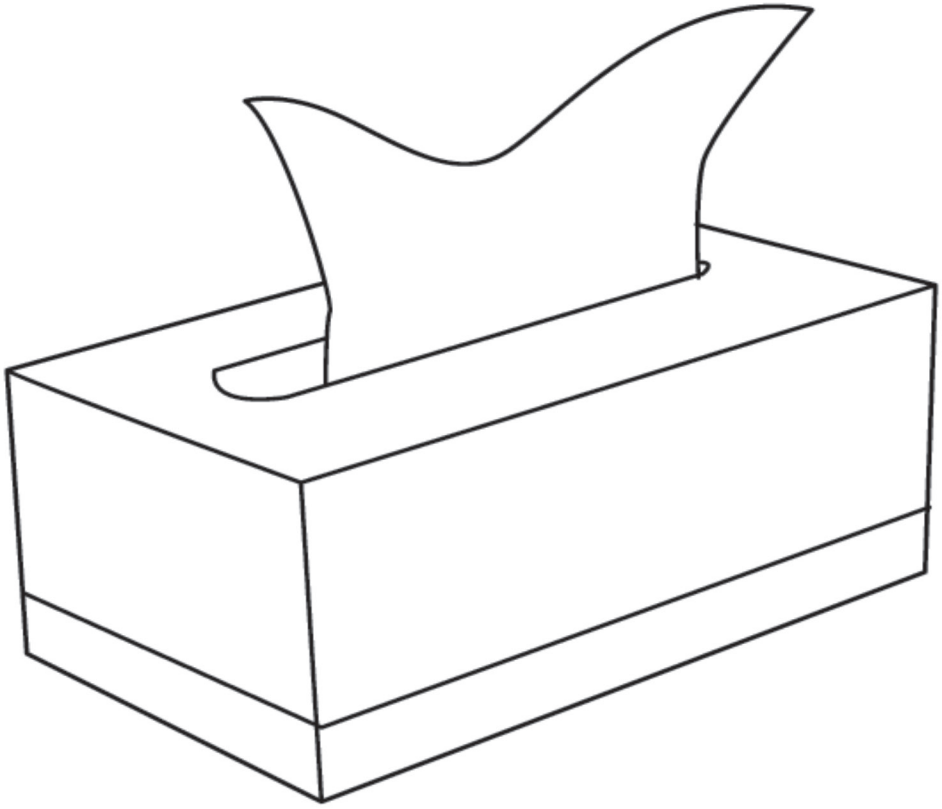




When someone else sneezes, it is good to say

“**Yarḥamukumullāh” (may Allah (swt) have mercy on you)** because Islam teaches us to care and pray for each other.

Activity 4.1a: Coloring



IMĀM AL-BĀQIR (ʿA) HAS SAID:

SNEEZING IS A GREAT BLESSING.
IT IS GOOD FOR THE BODY.

Activity 4.1b: Reviewing Sneezing

Circle the correct answer.

1. When you sneeze, you should say
   a. Alḥamdulillāh
   b. Jazākallāh Khayr
   c. Inshāʾ Allāh

2. Alḥamdulillāh means,
   a. If Allah (swt) wills.
   b. All praise is for Allah (swt)
   c. May Allah (swt) reward you

3. Once you have sneezed you should
   a. Use tissue to clean your nose and throw it in trash
   b. Just wipe with your shirt
   c. It doesn't matter

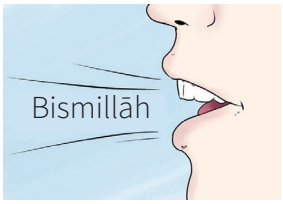
4. When someone else sneezes, it is good to say Yarḥamakumullāh (may Allah (swt) have mercy on you).
   a. True
   b. False

Lesson 5.1: Eating & Drinking

When drinking water, remember Imām Ḥusayn (ʿa) and his family, and their thirst in Karbalāʾ. When you are finished drinking, ask Allah (swt) to send His blessings on Imām Ḥusayn ,(ʿa), his family, and his companions.

When drinking, do not gulp your drink down at once. Instead, drink it in three sips.

1. Say



2. Drink Water

3. Say

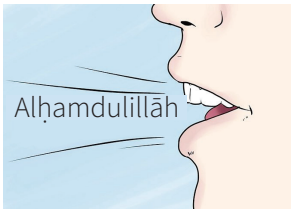
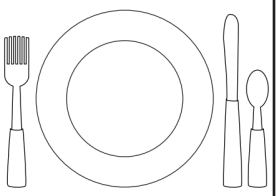
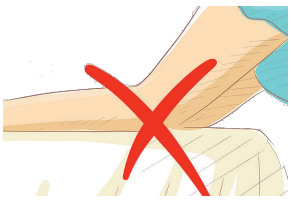
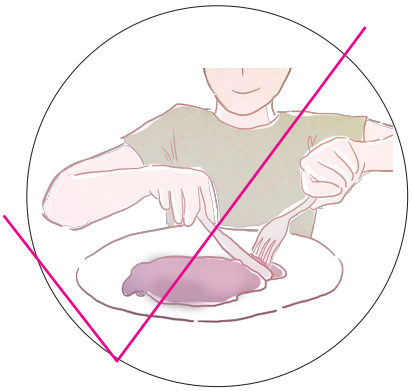


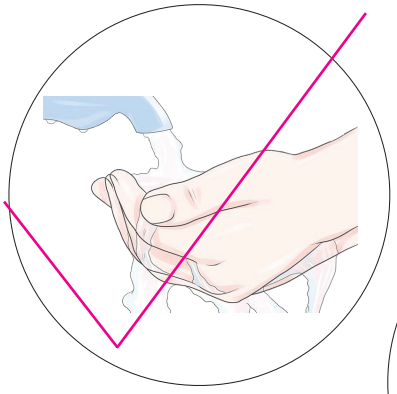
Table Manners	1. Wash your hands before eating	2. Say Bismillāh before starting your meal	3. Sit upright. Elbows off the table
4. Eat with your right hand	5. Pick up small bites. Chew your food well	6. Chew with your mouth closed	7. Do not talk with a full mouth
8. Say alḥamdulillāh at the end	9. Wash your hands after your meal	10. Pick up crumbs from the table and floor	

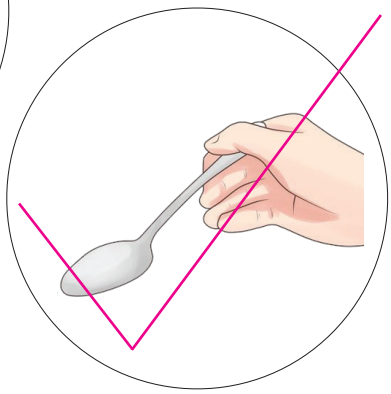


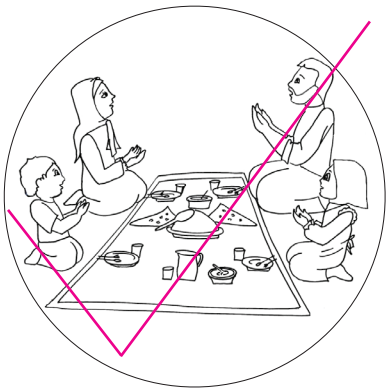
Activity 5.1a: Identifying Good Manners

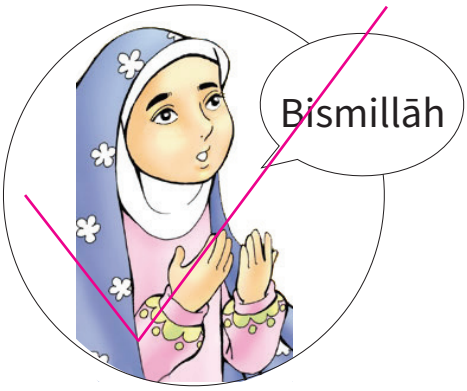
Look at the pictures below and put an X over all the pictures that show bad table manners and put a check mark over the pictures that show good table manners.

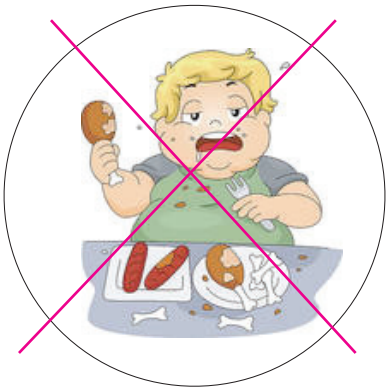


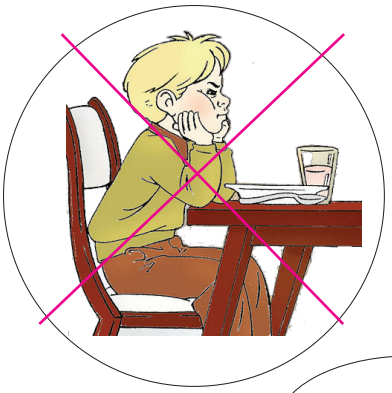


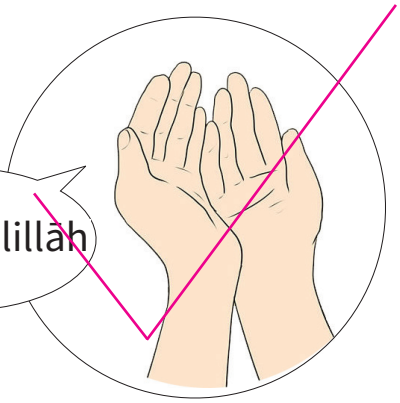


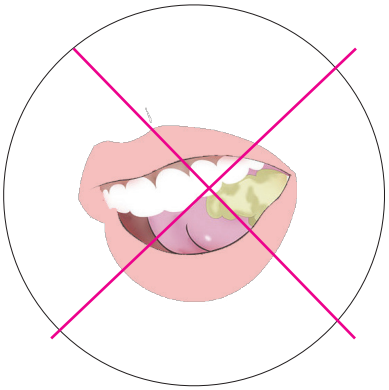












Activity 5.1b: Ḥadīth Time

EATING HOT FOOD

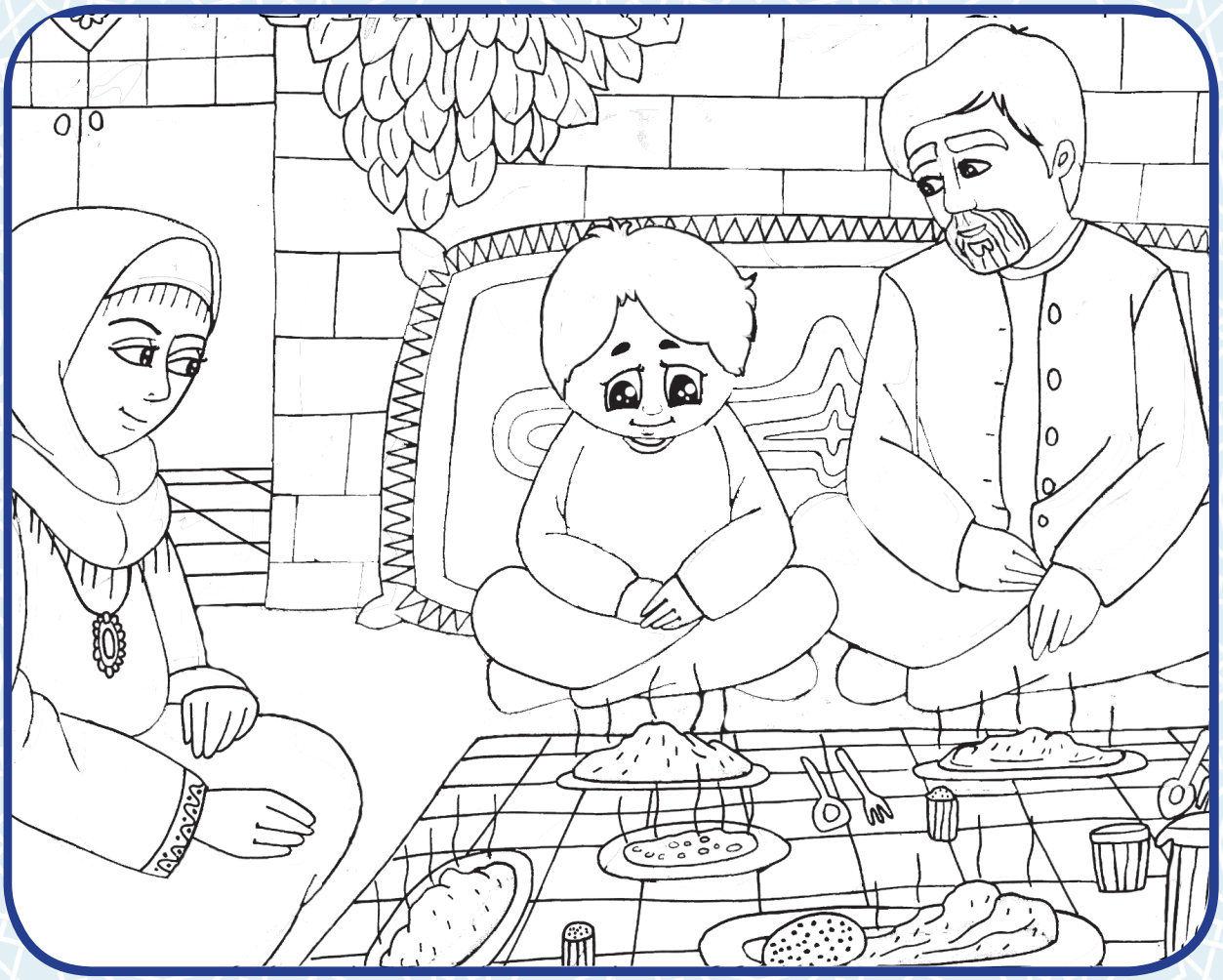
Prophet Muḥammad (ṣ)

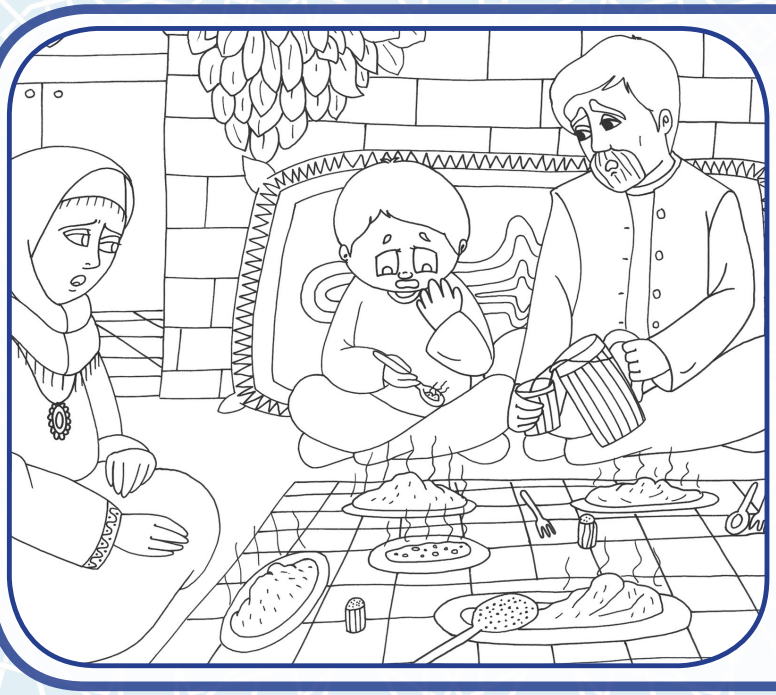
لَا تَأْكُلِ الْحَارَّ حَتّٰى يَبْرَدَ

Do not eat hot food until it cools down.

Qisār ul-Jumal

Activity 5.1c: Coloring





DISCUSS

How is the little boy not following the ḥadīth?

In picture 2, the boy ate his food without waiting for it to cool down. As a result, his tongue burnt so his father is pouring him water to help cool his mouth.

Activity 5.1d: Reviewing Eating & Drinking

Circle the correct answer.

1. When drinking water, you should
   a. Gulp it down at once
   b. Drink it in three sips
   c. Do whatever you want

2. Circle the best choices when it comes to table manners.
   a. Wash your hands before eating
   b. Say Bismillāh before eating
   c. Wear dirty clothes
   d. Comb your hair
   e. Don't talk with your mouth full
   f. Wash your hands after your meal
   g. Sit upright elbows off the table
   h. Brush your teeth morning and night
   i. Say Alhamdulillāh after eating and drinking
   j. Pick up crumbs from the table and floor
   k. Chew with your mouth closed

3. The Noble Prophet (ṣ) said "Do not eat hot food until it cools down."
   a. True
   b. False

4. What should you do after you have finished your food?
   a. Say Bismillāh
   b. Chew with your mouth closed
   c. Pick up the crumbs from the table and floor

5. Who should we remember when we drink water?
   a. The angels
   b. Prophet Ādam (ʿa)
   c. Imām Ḥusayn (ʿa) and the martyrs of Karbalāʾ

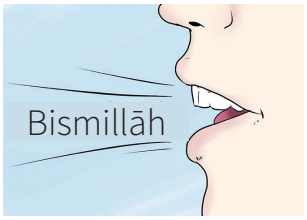
Lesson 6.1: Classroom Manners

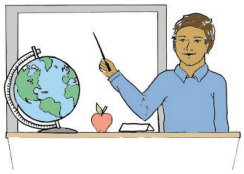
It is every Muslim's duty to gain knowledge and learn as much as he or she can.

Knowledge is what you learn and what you know.

You can learn new things at home, at the masjid, at school, and many other places. We will concentrate on learning in our classroom.

Remember Allah (swt) before you start	Sit straight in your chair	Do not talk in class	Listen carefully to the lesson





Remember to thank the person who is teaching you.

Use this knowledge to make yourself a better person, discuss with your parents, and teach others (your younger brothers or sisters, and your friends) what you have learned.

Activity 6.1: Reviewing Classroom Manners

Circle the correct answer.

1. Every Muslim's duty is to gain
   a. Knowledge
   b. Fame
   c. Game cards

2. Knowledge is:
   a. Taking a bath
   b. Not brushing your teeth
   c. What you learn and what you know

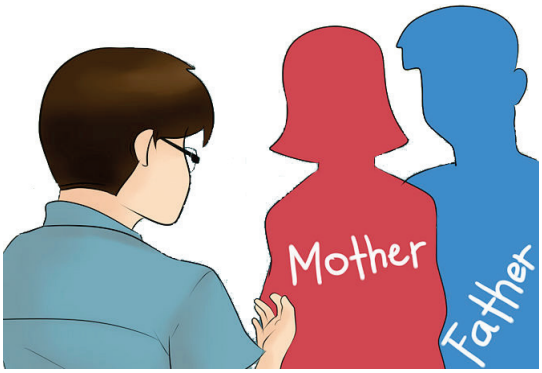
3. Circle the places where you can learn new things at
   a. Home
   b. Library
   c. Restaurants
   d. Stores
   e. Supermarkets
   f. Masjid
   g. School

4. Select the things that you need to do in your classroom
   a. Remember to say Bismillāh before you start
   b. Sit straight in your chair
   c. Always talk when your teacher is teaching
   d. Do not talk in class
   e. Make noise in class
   f. Listen carefully to the lesson
   g. Do not pay attention in class

5. You can use what you have learned to make yourself a better person and to also
   a. Teach others
   b. Brag about how much you know
   c. Cheat on a test

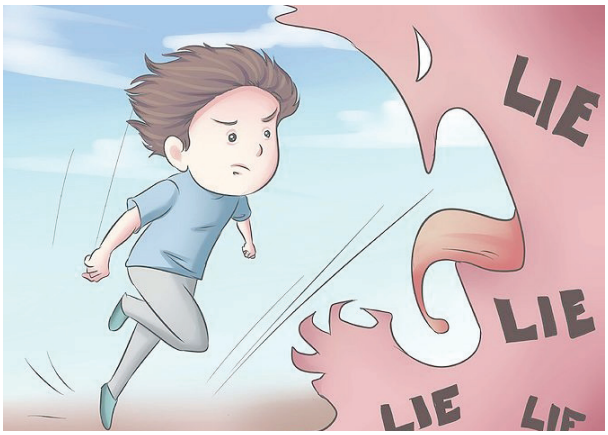
Lesson 7.1: Being Truthful

Honesty means being truthful in your words or actions. This means that you only say or do what is true.



Lying is the opposite of honesty. It means not telling the truth and doing or saying something false.

Allah (swt) says we should never lie. It is harām. Whether the lie is big or small, or whether it is done in seriousness or as a joke, it is ḥarām!



Activity 7.1a: Ḥadīth Time

HONESTY

Imām ʿAlī (ʿa)

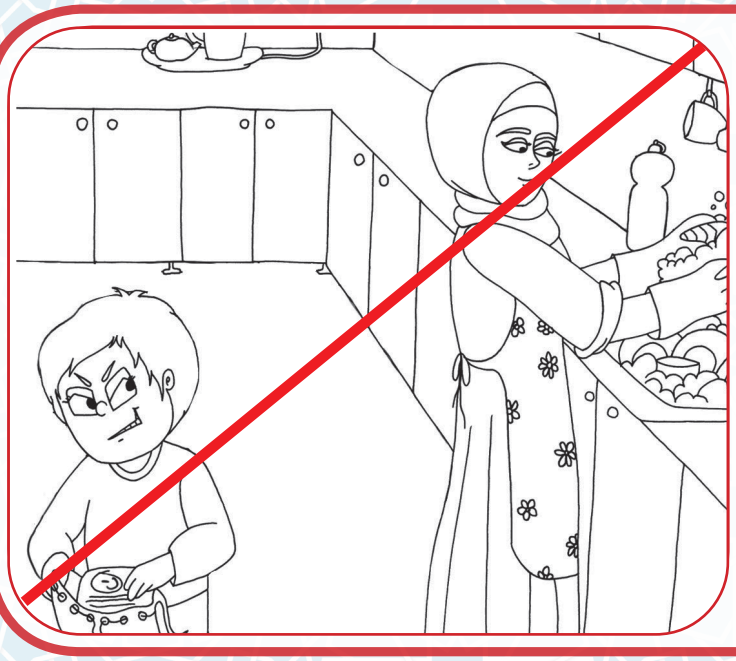
اَلصِّدْقُ أَمَانَةٌ

Honesty is a trust

Ghurar al-Ḥikam, Ḥadīth #5258

Activity 7.1b: Coloring

Color the picture that is following the hadith and cross out the one that isn't.



DISCUSS

How is the little boy not following the hadith?

_____

_____

_____

Activity 7.1c: Reviewing Being Truthful

Circle the correct answer.

1. Honesty means
   a. Being untruthful
   b. Being truthful in your words or actions
   c. Always lying

2. Lying is the opposite of
   a. honesty.
   b. hot
   c. sitting

3. Lying is
   a. Ḥarām
   b. Ṭāhir
   c. Mustaḥab

4. Lying, whether big or small, or done in seriousness or as a joke, is ḥarām
   a. True
   b. False

5. Imām ʿAlī (ʿa) said, “Honesty is a trust.”
   a. True
   b. False

Lesson 8.1: Gratefulness to Parents

As good Muslims, it is very important for us to be grateful toward our parents.

This means that we should be kind to them and speak to them in a nice way. We should never raise our voices to our parents, talk back to them, or be mean to them.

In fact, we should always thank them for everything Allah (swt) gives us through them:

- They give us food
- They give us clothes
- They give us a nice home
- They take us to school
- They take care of us
- They teach us about Allah (swt) and Islam

For all these reasons and more, we should always be kind and grateful to our parents. We should thank them by saying “jazākAllāh khayr,” (may Allah (swt) reward you).

Activity 8.1a: Qurʾān Connection

BEING GRATEFUL TO YOUR PARENTS

Give thanks to Me (Allah (swt)) and to your parents

Sūrah Luqmān, Verse 14 (31:14)

﴿أَنِ ٱشْكُرْ لِي وَلِوَالِدَيْكَ﴾

Anishkurlī wa liwālidayka

Activity 8.1b: Review Questions

Circle the correct answer.

1. A good Muslims is always respectful towards his
   a. Bed
   b. Parents
   c. Chair

2. We should raise our voice and talk back to our parents
   a. True
   b. False

3. We should always thank our parents for everything Allah (swt) gives us through them. Circle the correct choices
   a. They gave us ḥarām food
   b. They gave us ḥalāl food
   c. They gave us dirty clothes
   d. They gave us clean clothes
   e. They gave us a nice house
   f. They don't take good care of us
   g. They take good care of us
   h. They take us to school
   i. They teach us about Allah (swt) and Islam
   j. They teach nothing about Islam

4. In the Qurʾān, it says "Give thanks to Me (Allah (swt)) and to your _____."
   a. Parents
   b. Friends
   c. Teachers

END OF 1ST GRADE:

ASSESSMENT

Grade 1 Assessment

Name:_____ Date: _____

ʿAQĀʾID

Circle either True (T) or False (F) for each statement:

1. As a follower of Imām Mahdī (ʿaj), we should help the needy and pray on time.
   a. True
   b. False

2. The angel on your left shoulder is responsible for writing your bad deeds.
   a. True
   b. False

3. Allah (swt) made jinns from clay.
   a. True
   b. False

4. A good leader always reads the Qurʾān, prays on time, and respects parents.
   a. True
   b. False

5. We have 124,000 Prophets.
   a. True
   b. False

Choose the correct answer:

1. There are _____ Roots of Religion.
   a. 6 b. 4 c. 5

2. ʿAdālah means
   a. Allah (swt) is Kind b. Allah (swt) is Just c. Allah (swt) is Raḥīm

3. The first Prophet is Ḥaḍrat _____
   a. Ibrāhīm b. Ādam c. Yūsuf

4. The title al-Mahdī means _____
   a. the guided one b. the chosen one c. the dedicated one

5. The angel on our right shoulder records
   a. nothing b. good deeds c. bad deeds

Write the correct answer for the following questions:

1. Name the second Imām (ʿa) ___Imām Ḥasan (ʿa)_____

2. What does Qiyāmah mean? ___The Day of Judgment_____

3. What does ar-Raḥmān mean? ___The All-Kind_____

4. What does "Muḥammadur Rasūlullāh" mean? _____

   Muḥammad is the Messenger of Allah (swt)

5. Who is our 12th Imām (ʿaj)? ___Imām Muḥammad al-Mahdī (ʿaj)_____

FIQH

Circle either True (T) or False (F) for each statement:

1. Furūʿ ad-Dīn are the branches of religion.
   True
   False

2. There are 5 Furūʿ ad-Dīn.
   True
   False

3. Ḥarām means that if we do that action, Allah (swt) will be unhappy.
   True
   False

4. It is not wājib to be good to our parents.
   True
   False

5. Wuḍūʾ is a special way to wash ourselves before ṣalāh.
   True
   False

Choose the correct answer:

1. There are _____ mustaḥab actions in wuḍūʾ.
   a. 2 b. 3 c. 6

2. It is _____ to wash our face and arms in wuḍūʾ.
   a. mustaḥab b. wājib c. ḥarām

3. _____ is the call to ṣalāh.
a. Iqāmah b. Adhān c. Ḥajj

4. When we recite adhān, Allāhu Akbar is repeated _____ times.
a. 3 b. 2 c. 4

5. There are _____ daily ṣalāt.
a. 2 b. 3 c. 5

6. Fajr has _____ rakaʿāt.
a. 4 b. 3 c. 2

7. _____ means that something needs to be washed in special way.
a. Ṭahārah b. Najāsah c. Ṭāhir

8. Dhul Ḥijjah is the _____ month of the Islamic calendar.
a. last b. third c. sixth

Answer the following questions:

1. Name the actions of ṣalāh.

Niyyah,Takbīratul Iḥrām, Qiyām

Qunūt, Rukūʿ, Sajdah

Julūs/Tashahhud

2. Name three najis things.

Blood, pig, urine/stool

3. How can we make something ṭahir?

By cleaning it under running water

HISTORY

Circle either True (T) or False (F) for each statement:

1. There are 14 Maʿṣūmīn
   True
   False

2. The story of Hādīth al-Kisāʾ happened in Medina.
   True
   False

3. Lady Khadījah and Imām ʿAlī (ʿa) were not the first people to believe in the Prophet (ṣ).
   True
   False

4. Muḥammad (ṣ) means the praised one.
   True
   False

5. Prophet Muḥammad (ṣ) was born in Medina.
   True
   False

Choose the correct answer:

1. Aṣ-Ṣādiq and al-Amīn are the titles of _____
   a. Imām ʿAlī (ʿa) b. Imām Ḥusayn (ʿa) c. Prophet Muḥammad (ṣ)

2. We say Allāhu Akbar _____ times, alḥamdulillāh _____ times, and subḥānallāh _____ times when reciting tasbīh of Sayyidah Fāṭimah (ʿa).
   a. 34, 33, 33 b. 35, 34, 33 c. 33, 34, 33

3. "Fāṭimah" means _____.
   a. the warrior b. the separator c. the chosen one

4. Imām ʿAlī (ʿa) was born on _____.
   a. 17th Rabīʿ al-Awwal b. 13th Rajab c. 3rd Jumādā al-Ūlā

5. Lady _____is the mother of Sayyidah Fāṭimah (ʿa).
   a. Aminah b. Khadījah c. Asiya

Answer the following questions:

1. How many months are there in the Islamic calendar?
   12

2. Name the first six months of the Islamic calendar in order.
   1. Muḥarram
   2. Ṣafar
   3. Rabīʿ al-Awwal
   4. Rabīʿ al-Ākhir
   5. Jamādā al-Ūlā
   6. Jamādā al-Ākhirah

3. Name the 2 leaders of the youth of Jannah.
Imām Ḥasan (ʿa) and Imām Ḥusayn (ʿa)

4. Who martyred Imām Ḥusayn (ʿa) and his companions?
Yazīd

5. What lesson do we learn from the story of Prophet Yūnus (ʿa) and the people of Naynawā?

We learn from the story of Prophet Yūnus (ʿa) and the people of Naynawā that we should never lose hope in Allah's mercy. Even if we are in the dark belly of a fish, under the sea, or we see black clouds of danger, if we ask Allah (swt) for help even at the last moment, He will always help us because He loves us very, very much! Allah (swt) is the All-Forgiving.

6. What was the best way Imām Zaynul ʿĀbidīn (ʿa) decided to teach Islam to people?

He decided that the best way to teach people about Islam was through prayers (duʿāʾ).

7. What did it say on the two sides of the Islamic coin that Imām al-Bāqir (ʿa) created?

One one side it said, "lā ilāha illallāh," which means that there is no god except Allah. On the other side it said, "Muḥammadur Rasūlullāh" which means that Prophet Muḥammad is the Messenger of Allah.

STEPS TO PERFECTION

An Islamic Curriculum For Children

The *Steps to Perfection* 1st grade curriculum strives to build upon the development of a strong Islamic foundation, which began in the kindergarten book. The ʿAqāʾid section entails a review of the basic tenets of Islamic belief, the shahādah, an introduction to the Uṣūl ad-Dīn (Roots of Religion), and an overview of Allah (swt) and some of His attributes. The Fiqh unit introduces the ritual of wuḍūʾ and an in-depth look at how to perform ṣalāh. The History section introduces the Maʿṣūmīn through stories that highlight their characteristics, in hopes that children will be able to connect to them and develop a bond and unfaltering love that becomes rooted in their hearts. In first grade, the students learn about the first seven Maʿṣūmīn. The Akhlāq section has been made aesthetically-pleasing through colorful illustrations, aḥādīth, and āyāt from the Qurʾān that delve into topics regarding basic manners and cleanliness.

SABA

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